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ABSTRACT

This guide is intended to help in the active recruitment and training of women for nontraditional occupations in the skilled trades and technical fields by providing information for young women, guidance for educators and counselors, and resources for both new and experienced workers. Chapter 1 defines nontraditional jobs and spells out why women might consider taking such positions. Chapter 2 describes nontraditional jobs in construction work, the machine trades and metal work, mechanics and repairers, computers and electronics, scientific and technical work, and other fields. Chapter 3 outlines the skills called for in many nontraditional jobs and suggests formal and nonformal ways of building those skills, particularly through programs in Connecticut. Chapter 4 explores the major routes in Connecticut to training for nontraditional jobs, including apprenticeships and displaced homemaker programs. An epilogue offers encouragement to those seeking nontraditional jobs. Short articles on the personal experiences of women in nontraditional jobs appear frequently throughout the document. Appendices A through H provide tables showing the percentage of women in selected nontraditional and traditional jobs, average hourly earnings for selected occupations in Connecticut during 1990, and the number and participation rates of women in Connecticut apprenticeships; explanations of relevant legislation; contact information for Connecticut and a few national organizations for information and assistance, including apprenticeship programs; and 26 pages of print and audiovisual resources. (CML)

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NON TRADITIONAL JOBS FOR WOMEN

A Resource guide for Counselors and Women of Connecticut

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The Permanent Commission on the Status of Women

Connecticut Department of Labor,
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A Resource Guide for Connecticut Women and Career Counselors

1991

4th Edition

Permanent Commission on the Status of Women

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Warm thanks are given to the women working in nontraditional careers whose profiles appear within this guide: Cynthia Bulaong, Lisa Colson, Kim Davis, Lucy Frederick, Debby Martin, and Beth Potter.

We would also like to gratefully acknowledge June Bisantz for designing the cover of this guide, Gail Zucker for the photography and Janet Bauer for the typesetting. Their handiwork speaks for itself.

The annotations for the bibliography and audiovisuals were compiled from numerous sources. In particular, Jo Shuchat's **The Nuts and Bolts of NTO**, and N.E.W.'s manual, **Training Women for Nontraditional Jobs: A Design for Success** deserve mention.

Some of the material which appeared in previous editions of this guide has been retained here. Much credit, therefore, goes to Marcia Biederman, who wrote and researched the first edition, and to Carol Oliva and Julie Overeynder, former PCSW interns, who researched and updated the subsequent editions.

Many individuals contributed ideas, information, resource materials and editorial skills to the production of this guide. Their names are, unfortunately, too numerous to mention in this space. However, we'd like to thank each person for their contribution of time and energy. Without this cooperative spirit, **Nontraditional Jobs for Women** would not have come to fruition.

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Preface

This guide was originally published by the Permanent Commission on the Status of Women in 1979. Since that time, we have seen significant changes in the available resources, the nature and scope of nontraditional work itself, as well as in the public perception of women employed in nontraditional occupations.

As Rosalyn Baxandall writes in **American Working Women**, "Work defines who we are. Through labor and its collective organizations humans have the power not only to maintain themselves but to accumulate skills across generations, to create beauty as well as usefulness, to elevate the standard of living of whole societies."

Women have always worked in "nontraditional" occupations, contrary to popular myth. Women were the first plumbers in ancient Rome; a woman invented the first circular saw to be used in the logging industry; women literally held the fabric of the nation together during World Wars I and II while most of the able-bodied, working-age men were away.

During the decade of the 1990's, the majority of new entrants into the job market will be women. Women need to be trained, actively recruited, and encouraged to pursue nontraditional occupations in the skilled trades and technical fields, jobs which often do not require a college education. What is required in pursuing these jobs is commitment, tenacity, and a belief in one's ability to succeed.

We believe this guide will help in that effort by providing information for young women interested in a different kind of work, guidance for educators and counselors, and resources for both new and experienced workers.

And after the skills are accumulated, we'll pass them on to younger women, who will indeed create meaningful work and help to elevate the standard of living of our society.

Chapter 1

Nontraditional Jobs:

New Career Choices For Women

This is an exciting time for girls and women of all ages who are planning their careers. Changing attitudes about the roles of men and women, in conjunction with legal mandates, have opened up just about every employment option to both sexes. Women, once limited to a very small number of traditional "women's jobs," now have access to a whole spectrum of opportunities in nontraditional fields.

What is a Nontraditional Job?

The U.S. Department of Labor defines an occupation as "nontraditional" for women if the occupation has a large proportion of male workers and few, if any, female workers. The National Commission on Working Women of Wider Opportunities for Women defines nontraditional jobs for women more explicitly as those jobs in which 75% or more of workers are men.

Over the past fifteen years, there has been a notable increase in the number of women entering nontraditional professions: science, medicine, architecture, and engineering, for example. Women planning to go to college should take a good look at all the majors available and not be deterred by the gender imbalance in a given profession today. Chances are that the situation will be quite different in the not-too-distant future as more and more women begin to expand their horizons and embark on nontraditional career paths. (A list of information sources about professions that require a college degree is provided in Appendix F).

women can enter such high-paying fields as: telephone installation, truck driving, machine-tool work, construction labor, local transit driving and law enforcement. Some of these jobs are identified in Chapter 2 of this booklet. Other sources of information include publications produced by the U.S. Department of Labor. (See the Bibliography for additional sources.)

This booklet places considerable emphasis on nontraditional occupations in the skilled crafts and technical fields. These occupations do not require a 4-year college education but they do require training. Skilled craft workers and technicians are trained to construct, maintain or repair products or equipment.

Skilled craft workers acquire knowledge and skills pertaining to all phases of a particular trade. Bricklaying, plumbing, pipefitting, tool and die making, mechanics and instrument making are just a few examples of skilled craft jobs. Some of these jobs require a special license by a state or local authority to be performed legally.

Technicians are skilled in the industrial or mechanical functions in a given field. Technicians include drafters, surveyors, and technical specialists in radio and television servicing, electronics, computer technology, and many other fields.

At present the labor market in the United States is still highly sex-segregated. Over two-thirds of all women workers can be found in clerical, service or sales jobs. Within these categories, there is further sex-segregation. For instance, most women in sales are employed as cosmetics and housewares salespeople, while men predominate in the sales of automobiles where higher commissions increase earning potential.

There is no reason why women entering the workforce or considering a career change should limit their prospects to traditionally female jobs. The U.S. Department of Labor lists about 30,000 different jobs which are performed by American workers. Any individual -- male or female -- has the right to choose any of these jobs.

"Traditions" Can Change

During World War II, it was not at all unusual to see women in all sorts of jobs. Our nation desperately needed women to work both in new jobs created by the expanding war industries, and in old jobs left vacant by men going to war. The principal assignment of the War Manpower Commission was to attract women to the war industries. Women were trained to be shipbuilders and welders, to build airplanes and produce ammunition. They made electrical equipment and riveted the sides of tanks. By the end of the war, women were working in almost all areas of manufacturing.

After peace was declared, the defense industries wound down, and massive numbers of workers were laid off. Many women voluntarily left their wartime jobs in response to public sentiment urging women to "give" their jobs to the returning servicemen. Many other women were forced off their jobs and back into the private sphere of home and family by discriminatory employment practices which would be illegal today.

In the last fifteen years or so, federal and state governments have passed important laws requiring equal opportunity in employment and education. Legal requirements also state specifically that affirmative action efforts must be made to encourage women to take jobs in fields that have traditionally been dominated by men. Title VII of the Civil Rights Act of 1964, for example, prohibits discrimination in employment on the basis of race, color, religion,

sex or national origin. A similar law, Connecticut's Discriminatory Employment Practices Act, is enforced at the state level. (A summary of these and other laws is provided in Appendix B of this booklet.)

In a landmark legal settlement in 1973, American Telephone and Telegraph (AT&T) and two agencies of the federal government signed a legal document called a "consent decree." The consent decree was the outcome of a lawsuit brought against the Bell Telephone System. The decree said that jobs could not be restricted to one sex or the other. As a result, AT&T adopted a series of personnel policies to end the sex stereotyping of jobs. Now it is not unusual to talk to a male telephone operator or to see a woman installing a telephone.

"Ma Bell" was the first, but not the only industrial giant to display a commitment to equal employment opportunity. Other employers, large and small, and labor organizations as well, are moving in the same direction.

In 1978, the agency of the federal government which enforces affirmative action regulations set specific goals and timetables for the hiring of women by construction contractors holding federal contracts in excess of $10,000. Within the first few years after these goals were set, female construction workers were hired in relatively significant numbers.

A similar phenomenon has occurred within the skilled craft and technical fields. By 1987, over one million women were employed in what the U.S. Department of Labor terms precision, production, craft and repair jobs.[1]

The proportional number of women craft workers is still quite small (6 women to every 100 men). But as more women begin to recognize these kinds of nontraditional jobs as viable career options for themselves, the numbers will grow.

Why Consider a Nontraditional Career?

You Might Enjoy the Work

Just like traditional "female" jobs, nontraditional jobs require all kinds of skills. You may enjoy the kind of work that requires putting things together, building or fixing things, or jobs that involve drawing up blueprints or setting up machines. There are many skills to choose from, some of which may coincide with your unique interests and abilities. Interests are not gender-specific.

Many women in nontraditional jobs say they like seeing the results of their labor--that their jobs give them a chance to take pride in the finished work and feel a sense of accomplishment.

Women's Lives are Changing

Today, more women are working outside the home than ever before. In 1950, only a third of all women aged 16 and older were in the labor force. Currently, over half of all women aged 16 and older are in the labor force. It has also become increasingly necessary for mothers of

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[1] U.S. Department of Labor, Bureau of Labor Statistics, ***Statistical Portrait of Women in the United States,*** 1988.

pre-school age children to be in the labor force. By 1985, over half of all married women with children under age six were labor force participants, compared with 12% in 1950.[2]

During the last decade, women have been entering the job market at the rate of 1 million per year. There are many reasons for this trend--later marriages, smaller families, a climbing divorce rate, changing attitudes about the roles of men and women, and most importantly, **economic need**.

The Pay: It's Better in Nontraditional Jobs

Women who work in nontraditional jobs do so for many reasons. But one important reason is the pay. Jobs traditionally held by men yield much higher wages than jobs traditionally held by women. Contrary to popular belief, most women do not work for mere spending money, but out of economic need.

In the last decade, the cost of living has more than doubled. Women in two-earner families may have to provide at least fifty percent of the family income. Female heads of households are finding it increasingly difficult to earn a living wage. Over two-thirds of all employed women are concentrated in low-wage clerical and service jobs. No wonder women and children together account for 78% of all people living in poverty in the United States. Nontraditional jobs can give women an opportunity to improve their economic status.

Table III (See Appendix A) lists the average hourly wages for a select group of traditional and nontraditional occupations in Connecticut as of January, 1991. These are average wages; you can expect starting wages to be considerably lower, depending upon experience.

Why is the pay so different?

Several theories have been presented to explain the difference in the wages of men and women. Historically, women's employment in the United States has been limited to specific kinds of work. Until recently, employers could legally prohibit women from doing certain jobs. Women were encouraged to seek employment in jobs that were essentially an extension of their social role, such as nursing, teaching, clerical work and waitressing. Since nursing sick family members, serving food at mealtimes, raising children and handling family correspondence have traditionally been female responsibilities, women are considered well-suited for these tasks in the paid labor force. Because women provide their families with these services free of charge, society does not place much value on them. The assumption that **all** women can type, teach, nurse, wait tables, and file minimizes the skills involved, and falsely categorizes women. Thus, although traditional female jobs are essential to our society, and require skill and training, they are not recognized or rewarded as such. Hopefully, the wages and prestige of these jobs will increase as attitudes change. At the same time, nontraditional jobs remain an attractive alternative because of the range of new options and certainly because of the pay.

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[2] U.S. Department of Commerce, Bureau of the Census, ***Women in the American Economy,*** 1986, p.1.

Many Nontraditional Jobs Are in Demand in Connecticut

The occupational outlook for many nontraditional occupations in Connecticut is promising. That means more opportunities for employment and greater job security. Projections developed by the Connecticut Department of Labor indicate that through 1995, approximately 32,400 workers will be needed each year to fill vacancies in technical, trade, and industrial areas.[3]

Trade and industrial occupations in demand in Connecticut include machining, auto mechanics, carpentry, electrical work, heavy equipment operation, and plumbing and pipefitting. The category also covers construction maintenance work, drafting, welding, tool and die making, and many others.

Having a Skill Means Increased Job Security

Having a skill in a trade that is growing means you have some security. If you move to another part of the country, that skill is transferable. And, if you decide to take some time out to raise a family, your chances of finding employment in your field when you're ready to re-enter the labor force are much better if you have a marketable skill. Remember, in Connecticut, female unemployment is higher than male unemployment. A job applicant with skills that are in demand will not have to worry about standing in unemployment lines.

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[3] Based on information contained in ***The Connecticut Workplace to the Year 2000,*** 1988, Connecticut Department of Labor, Employment Security Division, Office of Research and Information.

She Works Hard - For the Money

Ask Lisa Colson why she chose a nontraditional career and she'll tell you in two words: "the money." After graduating from high school, Lisa worked for the State of Connecticut as a secretary. Two years later, she decided she needed a job that offered better pay. "I knew electricians made a lot of money," states Lisa simply. "I had no idea what they **did**; and I didn't know which way to tighten a screw, much less how to operate power tools. I didn't know ANYTHING!"

"I'm where I want to be."

Nevertheless, Lisa looked in the newspapers and then began interviewing at electrical companies. Employers kept trying to discourage her. "'It's really heavy work,' they'd tell me. 'You're not gonna want to do it. You'll get all dirty, you'll tear up your hands...' It took me a year to get a job."

How did she finally get into a shop? "This employer was giving me the same line I'd heard at every interview, and I didn't want to hear it anymore. I told him, 'Look, I know what I've got to do. I wouldn't be here if I couldn't do it.' Then I got up to leave and he hired me!" Lisa spent the next four years in an apprenticeship program, working during the day and attending classes 2-3 nights a week. By the end of that period she had her journeyperson status; two years later, she became a licensed master electrician.

Getting there, however, wasn't easy. Lisa describes electrical work as "physically exhausting." There's a lot of heavy lifting required, and doing outdoor jobs in the winter, for example, can really take its toll. "You come home after a December day out in the cold and all you want to do is go to bed."

And then there's the verbal abuse Lisa had to endure from some of her male co-workers. Sexual harassment was not uncommon. And more than once she was told, "You're taking a man's job. There's some guy sitting at home out of work because of you." But Lisa would stand there and tell them "Look, I've got bills to pay just like he does."

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Now, at age 30, Lisa is earning almost $20/hour as a State Electrical Inspector for the Department of Public Works. "I'm where I want to be," she says. In addition to the money, Lisa likes the freedom. "I don't have someone breathing down my neck all the time." From 8:30-4:00, she goes around to different sites and inspects jobs that are under contract with the Department. She makes sure the work is being done right and sees to it that requisitions get paid correctly. If necessary, she'll provide assistance or give direction in electrical work.

"I got this State job because I had the nerve to walk into the office and ask if they had any positions open. I was in the right place at the right time. But if you don't have a lot of nerve, you don't get anywhere." Lisa is full of sound advice for young women who want to get into the trade. In fact, she's planning to write a book about her experiences.

"It's really important," she warns, "to check into the reputation of a company before going to work for it. Some companies are there just for the money. They don't care about their employees, they don't care about their customers. Other companies are there to build a business. If you can find one that's there to build a business, you're all set. But you've got to have ambition. You've got to go into it knowing you're going to move up. Listen, learn, pay attention--find the guys who'll teach you and stay with them. There are a million opportunities out there. You've just got to grab 'em!"

Where would Lisa like to go from here? "I think in 10-15 years I want to be the Commissioner of Public Works," she announces with characteristic determination. Then she adds, "if I can't be Governor..."

"I Never Thought About It That Way..."

Now that you're aware of what nontraditional jobs have to offer, you may be wondering whether you've got what it takes to do these jobs. Many people think that women can't handle "men's work." But if you take a look at the chart below, you may discover that you're more capable of doing nontraditional work than you thought.

Some "Men's" Jobs Require:	**Many Women:**
Physical Strength	Carry children; move heavy furniture; haul loaded shopping bags; participate in sports...
Getty Dirty or Greasy or Sweaty	Clean ovens, kitchens, bathrooms, dirty laundry (including diapers); plant gardens and do yard work; take out the garbage; shovel snow...
Mechanical Skills	Drive cars; navigate with road maps; operate sewing machines; install household fixtures; assemble appliances, toys, stereo equipment and other items in the home...
Mathematical Skills	Balance checkbooks; follow cooking recipes; maintain budgets; do bookkeeping...

Adapted from material developed by Nontraditional Employment for Women (N.E.W.) in New York.

"Yes, but..."

"...I'm not that strong"

Some nontraditional jobs, like construction labor and iron work, do require a lot of lifting and can be quite physically demanding. Most women on these jobs, however, report that they built up their strength during the first few months of employment. You could look at this as a good opportunity to improve your physical fitness. The best approach would be to develop a strength and fitness routine before you enter employment.

"...I don't want to do physically demanding work"

Not all nontraditional jobs require physical strength. Industrial engineering, surveying, electroplating, locomotive engineering--these are just a few examples you can choose from.

"...I'm not interested in getting my hands and clothes dirty"

There's no question about it: you will get dirty working on a construction site, and auto mechanics cannot avoid grease. But there are some nontraditional jobs in very clean environments--drafters work in offices; chemical technicians work in labs; computer repair technicians work in their customers' offices.

"...I'm terrified of math"

Almost all nontraditional occupations require math--for some you need to know how to do simple computations, fractions, and measurements; for others, algebra, trigonometry, or statistics are involved. Lots of women are afraid of math, in part because as girls they were not encouraged to take math courses. The problems that women have with math are a matter of attitude, not ability. With training, you can overcome math anxiety and develop the skills necessary for a nontraditional career.

Weighing the Pros and Cons

So far we've identified some very good reasons to consider a nontraditional career--the experience of learning a skill, the reward of hands-on work, the high demand for skilled and technical workers in many fields, and especially, the pay.

But this is only one side of the story. If you choose to pursue a nontraditional career you should be aware of what you may be up against.

Opposition from Family and Friends

Many people feel uneasy about change. So you may find, as you begin to explore the possibility of a nontraditional career, that the people closest to you are not as supportive as you wish they would be. For one thing, they might feel threatened by the challenge you're posing to traditional sex roles. Your parents might try to persuade you to take up something more "feminine." Your spouse or partner might not like the idea of your paycheck being bigger, or might feel uncomfortable about your working in a predominantly male environment.

Overcoming the resistance of family and friends could turn out to be a long, slow process. Chances are, however, that if you succeed, you will ultimately earn their respect for asserting your independence and making a well-thought-out career decision.

Opposition from Co-Workers

Particularly if you are the only woman on the job, you can expect some male co-workers to be a little uneasy about your presence.

One of the ways they might express their initial discomfort is by teasing you. "Bet I know who wears the pants in your family..." and other such comments are not uncommon. You can, of course, choose to ignore them. But, unless the remark is truly offensive to you (in which case you might want to take some kind of formal action), you're probably better off responding in a light, off-hand manner. Developing a "thick skin" is a rather important survival tactic for women in nontraditional occupations. And maintaining a sense of humor is essential.

There will undoubtedly be days when you're not in the mood to "take lip" from anybody. Don't be afraid to let your feelings be known. The good news is that once you've established your reputation as someone who can take it, you're less likely to be a victim of continual verbal abuse.

Giving you undesirable task assignments is another way in which your male co-workers or supervisors may react at first to your intention to perform "a man's job." Some women report that they were given the dirtiest chores to carry out and the heaviest materials to lift when they started out. After completing these "rites of passage" and demonstrating that they could, in fact, do the work, the distribution of tasks became a fairer process.

Other women complain that they were treated as "tender young things," incapable of doing what was required of them. "Oh, here, let me get that for you, sweetheart," was an often heard refrain. Keep in mind that, while it's O.K. to ask for help now and then, you should be wary of constant offers to relieve you of duties deemed unfit for a woman. The sooner you can prove your commitment to handling every aspect of the job, the more likely it is that you'll be accepted as an equal member of the crew.

Sexual Harassment

Sexual harassment is one of the occupational hazards that women face in the workplace. Women in nontraditional jobs are certainly not its only victims; however, because of the predominantly male presence in these environments, the abuse can be particularly intense.

Comments about your body; constant sexual propositions or "come-ons"; pinches, pats, or

hugs; dirty jokes and degrading stories about women; leers or looks of a sexual nature; pin-ups or calendars of partially clothed women; a co-worker or supervisor working very close to you in a way that makes you feel uncomfortable--these are just a few examples of sexual harassment.

All workers deserve and benefit from a work environment in which everyone is treated with respect and dignity. But women are often afraid to report that they're being sexually harassed, and for good reason. Some of the job-related problems that can develop after a woman complains of sexual harassment or attempts to stop the abuse include: sudden criticism of her work; refusal of insensitive co-workers to work with her or train her; disappearance of her tools; and dangerous or impossible work assignments. A woman who dares to object to the harassment may not get the promotion she deserves--she may even get laid off. The harmful impact of sexual harassment, in other words, can be economic as well as emotional.

You may not be subjected to any of this behavior on the job. But if you are, you may be able to handle the matter informally, with a direct statement or letter to the harasser. The important thing to remember is that **you do not have to put up with this kind of abuse.** Sexual harassment is a form of sex discrimination and **it is illegal** (see Appendix B for more information about sexual harassment and the law).

Health and Safety Risks

Some nontraditional jobs pose certain risks to your health and safety. A few of the hazards--such as the possibility of electrical shock (faced by electricians); getting cut on sharp, flying parts (which metalworkers must avoid); and the danger of falling from high places (which structural ironworkers, painters, and roofers confront on a daily basis)--are mentioned briefly in Chapter 2.

Other potential risks include: back injuries from heavy lifting; partial or total hearing loss from working in extremely noisy environments; vibration induced "white fingers" (nerve damage) caused by poorly designed tools or excessive tool use; cancer and other serious illnesses due to exposure to radiation, asbestos, or any toxic substance; repetitive motion or carpal tunnel syndrome.

Taking the prescribed precautions minimizes the risk involved in any job. Wearing the right protective equipment, paying attention when using power tools, and knowing and exercising your rights will help to ensure your health and safety on the job.

You should also be aware of legal provisions which are designed to protect pregnant workers from hazardous substances in the workplace. For more information, turn to Appendix B.

"Keep That Voice of Concern for Yourself Always Present"

"Everything about this job is **serious**," remarks **Lucy Frederick**, reflecting on the two years she has spent doing asbestos removal. During a 40-hour pre-apprenticeship course, sponsored by the Sheet Metal Workers Union, Lucy learned the precautions she would need to take to protect herself while working with hazardous material.

Being young--she was 23 years old at the time--Lucy says she wasn't very worried about the possible long-range health effects. "My first job I made $17/hour. And I figured, look, there are risks involved everywhere. You take police officers, firefighters, paramedics--they get hurt on the job and sometimes they lose their lives. Every job has its hazards. At least in this field, not a day goes by that you don't think about the precautions you need to take."

Before an asbestos removal crew can begin, air samples are taken to determine the concentration of asbestos in the work area. Then, dressed in completely sealed disposable suits that "look like scuba diving outfits," the crew enters the contaminated space. "It's like working in a big plastic bubble," says Lucy. All the electricity gets turned off because the tiniest spark could cause the whole place to go up in flames. And since asbestos is air-born, all the vents have to be shut, the entire work area has to be hosed down, and a negative air unit must be set up to keep the microscopic fibers from escaping.

Despite the warnings and safety measures, Lucy sometimes found herself working with people who were lax about self-protection. "There were men on the job who had put the asbestos **in** the buildings years ago, before anyone knew it was dangerous. Some of them had the attitude, 'Well, I've probably got asbestosis already.' So being careful wasn't that great a concern for them. They'd tell these stories about how they used to pack the stuff down and have asbestos 'snowball' fights, without their masks on or anything."

According to Lucy, "working with foolish people is hazardous to your health." She remembers being with co-workers on a crew once. "Many of them took their masks off to talk or smoke; they had the sleeves of their outfits all cut off cause it got so hot in there. But you can't lose yourself, even in these situations. You have to not let anyone else lead you astray. I can't stand it when people don't take the situation seriously. I understand it's 150 degrees in here--I'm hot, too. But I don't want to see people doing stupid things that they'll have to pay for later. If you don't take all the precautions to heart, you can really end up a victim."

For Lucy, "keep(ing) that voice of concern for yourself always present" means knowing and exercising your job rights, too. For example, "if the air sample indicates that you can work with just a half-face mask, but you want to use a powered air mask, that equipment has to be made available. You can refuse to work if the proper protective equipment isn't there, and they still have to pay you," she explains.

"I've learned to stand my ground," Lucy says. "I've had to. Sometimes, they'd give me the

tasks and responsibilities of a foreman, but they wouldn't pay me the wages of a foreman. I think that the person most qualified to do a job should be the one to do it--if they think I'm that person, then they should pay me what I'm worth! Usually I was the 'token' on the job--the token Black, the token woman. I mean, I know why they hired me; but I also know that I know my work."

"You get a lot of men who are opposed to this 'E.R.A. stuff.' You know, they think, 'A woman shouldn't be doing this work.' You can give them a hundred and fifty reasons why she should, they'll give you a hundred and fifty **one** reasons why she shouldn't." Nevertheless, Lucy remains firm in her advice to women "Anything you wish to do, I say you should pursue it."

Accepting the Challenge

Now that you have a realistic picture of what could lie ahead for you as a woman in a nontraditional job, it's up to you to decide whether you want to accept the challenge. If you do, you will probably discover what hundreds of women are finding out each day: it's tough, but it's worth it.

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Chapter 2

The Best Opportunities in Connecticut: A Closer Look at Some Nontraditional Jobs for Women

The next step is finding out more about the different kinds of jobs--what they involve, what skills they require, and what they pay. This chapter contains brief descriptions of nontraditional jobs within five major career clusters: construction work, machine trades and metal work, mechanics and repair work, electronics and computers, and scientific and technical work.

Within each career cluster, there are many more jobs with a good occupational outlook. Space does not allow for all of them to be listed here. For this reason, the chapter ends with information on how to find out more about specific occupations and their training process.

It should be noted that the wage data provided reflects average hourly earnings,[1] which may vary depending on experience, the wage rates of particular employers, and the local labor market conditions.

Remember--these jobs differ with respect to skills, tasks, and working conditions but all of them have the following in common:

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[1] Wage data in this chapter is from: ***Occupations in Demand at Job Service Offices in Connecticut,*** Connecticut Department of Labor, Employment Security Division, November, 1989, and the Connecticut Information System, CORE file, Area Cooperative Education Services, March, 1990.

- **All of these jobs pay relatively good wages.** As noted in Table III (see Appendix A), many nontraditional jobs pay higher wages than jobs traditionally held by women.
- **There is a good occupational outlook in Connecticut for all of these jobs.** Each of the jobs described in this chapter has a good outlook according to Connecticut Labor Department projections through 1995. Keep in mind that all industries are subject to fluctuations due to changes in the economy. Also, the need to replace workers, even in a declining industry or occupation, generates numerous job openings. Limiting your job search to expanding industries and disregarding particular industries just because they might currently be experiencing an ebb in their growth rate is short-sighted. Plan for the long-term.
- **Training for all these jobs is available in Connecticut.** None of the occupations requires a four year college degree. Most, however, require a high school or equivalency diploma. Some offer training through apprenticeships. Others require vocational-technical training. But training is readily available.

Nontraditional Jobs--Some Brief Descriptions

1. Construction Work

Construction workers are the largest group of skilled workers in the nation. In fact, the construction industry touches every aspect of our lives. Construction workers build and repair homes, offices, hospitals, schools, libraries, theaters, sports facilities, playgrounds, highways, bridges...and more.

There are three basic categories of construction work: structural/building, finishing and mechanical. Construction workers employed in the structural/building area include carpenters, bricklayers, structural iron workers, cement masons, riggers and machine movers, and construction machine operators. Construction workers employed in the finishing of construction include lathers, plasterers, painters, paperhangers, roofers, glaziers, and floor covering installers. Others are employed in occupations relating to the mechanical aspects of construction, including plumbers, pipefitters, sheet metal workers, elevator constructors, and construction electricians.

Some of these job titles may not be as familiar to you as others. Riggers and machine movers, for instance, set up and assemble hoisting equipment (like lines and cables) used to erect and dismantle the steel frames of structures. They also move heavy construction machinery and equipment. Glaziers install plate glass and window glass, shower doors, bathtub enclosures, mirrors and other glass in buildings. Pipefitters install pipes that carry hot water, steam, or other liquids and gases.

The wide range of construction occupations can involve both indoor and outdoor work,

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[2] Job outlook projections in this chapter are from ***Building for Tomorrow: An Overview of Employment, Education and Training in Connecticut,*** Connecticut Department of Labor, Employment Security Division, 1989.

depending on the job, the contract, or the place of employment. Construction workers may work for a small contracting firm, a large contractor, a manufacturer, or in the public sector.

Right now, very few construction workers are women, but their numbers are growing each year. In 1990, over 18,000 women in this country were working as carpenters, compared to 16,000 in 1980. Some of this growth is due to new recruitment and application procedures for apprenticeships. Until quite recently, apprenticeships were passed from father to son; fathers would simply bring their sons into the trade. Now, federal regulations originally designed to open construction jobs to minority men also apply to women. (For more information about these affirmative action regulations see Appendix B.)

The work is often seasonal, but workers who are laid off receive unemployment benefits and, in some cases, union benefits. When construction workers are working, they receive some of the highest wages and best benefits in the state. Here are a few samples of construction occupations.

Electricians

Electricians lay out, assemble, and install wiring, electrical fixtures, and other apparatus. They are responsible for lighting equipment, power supply to heating and cooling systems, and all other power supplies. On a large construction project they usually work from engineering specifications and blueprints. On smaller jobs they may work from informal schematics (diagrams) or verbal orders.

Electricians work both indoors and outdoors. Most assignments do not require excessive physical strength, but jobs may require long periods of standing, reaching, or working in small spaces. There are some hazards to the job, such as the danger of electrical shock and the possibility of falling from great heights, but safety practices have reduced the rate of injury to below that of many other building trades.

Electricians need to have some math background in fractions, decimals, angles, and measuring instruments. They must pass licensing exams which test their familiarity with federal, state, and local codes.

Hourly Wages
Range: $8.00 - $21.00 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 262

Plumbers

Construction plumbers install plastic, glass, or metal pipes. These pipes carry water, steam or air. Plumbers must be able to maintain pipes and plumbing fixtures.

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[3] ***Industry and Occupation Tables,*** Bureau of Labor Statistics, U.S. Department of Labor, December, 1990.

[4] Muriel Lederer, ***Blue-Collar Jobs for Women.*** New York: E.P. Dutton, 1979.

Plumbers must be able to problem-solve and have extensive knowledge of water supply and waste systems. Plumbers need a good math background for accurate measuring and cutting.

Hourly Wages
Range: $6.00 - $22.00 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 267

Heating and Cooling Mechanic (Steamfitter, Pipefitter)

This kind of mechanic works on heating and cooling equipment used in homes, offices, schools, and other buildings. The mechanic may install the equipment in the building or may dismantle malfunctioning systems to find the source of the problem. This usually involves testing system components and adjusting or replacing defective or worn parts. Some openings in this career area may arise from growing consumer interest in replacing old energy systems with new ones that are more efficient.

Hourly Wages
Range: $6.30 - $22.00 Depending on Experience and Local Labor Market Conditions
Annual Job Openings through 1995: 245

Carpenters

The largest group of structural workers are carpenters. Since carpentry is a broad field, carpenters often specialize in either rough or finish work. Rough work involves the erection of building frameworks. Finish work begins when the rough work ends and involves the installation of molding, wood paneling, window sashes, doors, and staircases.

Carpenters are trained in structural design and building principles. They learn to use hand tools and measuring instruments, and to read plans. Arithmetic problems must be solved quickly. Carpentry sometimes involves hard physical work, but women apprentices find that they build up strength dramatically during their training.

Hourly Wages
Range: $8.00 - $18.00 Depending on Experience and Local Labor Market Conditions
Annual Job Openings through 1995: 459

Painters

Painters work on new construction projects and on renovations. Preparing the surface to be painted is an important part of the job. Painters must know how to handle blowtorches and how to repair and patch surfaces. They learn about the colors and consistencies of various kinds of paints and varnishes, and know how to apply them with brushes, rollers, and spray guns. Matching colors by mixing paints takes experience and a good eye. Many painters also know how to do paperhanging, cutting, and applying patterned paper.

Painters cannot be afraid of heights. They erect scaffolding and climb ladders. The work is physically demanding. Outdoor work is highly seasonal but many painters stay employed during the winter months by lining up indoor jobs.

Hourly Wages
Range: $6.96 - $19.00 Depending on Experience and Local Labor Market Conditions
Annual Job Openings through 1995: 309

2. Machine Trades and Metal Work

Metal working has been an important Connecticut industry since the founding of the colony. Machine trades involve the use of machine tools to shape or form metal by cutting, impact, pressure, and electrical techniques. Commonly used machine tools include boring machines, milling machines, lathes, drilling machines, and grinding machines. These machine tools make it possible to produce thousands of identical parts which can be interchanged in the assembly or repair of final products. Nearly every item around us that is made of metal has passed through the various machining processes such as turning, milling, drilling, and grinding.

Metal workers find employment in factories that produce machinery, aircraft and transportation equipment, or electrical apparatus. Skilled metal workers are becoming scarce, and there are few young people in Connecticut who have the skills needed to replace them.

The work requires math aptitude, but generally does not require unusual physical strength. Some large parts must be lifted up to the machinery in certain work situations. Most metal workers become accustomed to long periods of standing. The worksite may be noisy, and there is some danger from cutting edges, flying parts, and moving machinery, but safety practices minimize these hazards.

The following are some examples of jobs in machine trades and metal work.

Set-up Workers

The set-up worker is a skilled specialist who works in industries that do a large volume of machining on a production basis. She or he "sets up" machine tools that are then operated by semi-skilled or unskilled operators. The set-up worker installs the proper cutting tools, fixtures, and gauges needed for the production of a particular part, then sets the machine for the proper feeds and speeds. The set-up worker runs the first few pieces while checking the operating sequence.

Hourly Wages
Range: $6.50 - $12.18 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 512

All-Round Machinists

All-round machinists are highly skilled metal workers who can both set up and operate

machine tools to make metal parts. The machinist can plan and carry through all operations, selecting tools and materials, planning the cutting and finishing operations, and making calculations about the size of the work and the operation of the machines. The machinist is required to read precision measuring instruments, such as micrometers, with accuracy. Using a blueprint or specifications, sound knowledge of metals, and a variety of machine tools, the machinist is able to turn a block of metal into an intricate metal part.

Hourly Wages: Information Not Available

Annual Job Openings through 1995: 226

Tool-and-Die Makers

Tool-and-Die makers make tools, dies, measuring devices, metal forms, and molds to shape metals or plastics. They also repair damaged dies, tools, and fixtures. (A die is a device used to mold, stamp, shape or cut metal.) Tool-and-die makers study blueprint specifications of the object to be made, plan the work in a layout stage, and then create the part using the necessary machinery, tools, and metals. They must have a broad knowledge of all machining operations, math and blueprint reading, and must be familiar with metals, alloys, and plastics.

Hourly Wages

Range: $5.37 - $13.10 Depending on Experience and Local Labor Market Conditions.

Annual Job Openings through 1995: 307

3. Mechanics and Repairers

As you may have noticed while waiting days or weeks to have your television repaired or your car fixed, there is a great shortage of skilled mechanics and repairers.

Some mechanics and repairers are employed in manufacturing industries, while others are employed in the retail trade, mostly by firms selling automobiles, appliances, or mechanical equipment. Mechanics and repairers are also employed in the transportation, construction, and public utilities industries or in small shops that service equipment. Sometimes workers in this career cluster go into business for themselves, establishing radio, television, small appliance, refrigeration, automotive, and other types of repair shops.

As Connecticut industry and business becomes more computerized and mechanized, predictions are that employment in mechanic and repair occupations will expand dramatically.[5]

The following are two examples of the many occupations in this career cluster.

Automobile Mechanic

The automobile mechanic services, repairs, and overhauls cars. Auto mechanics use engine

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[5] ***The Connecticut Workplace to the Year 2000,*** Connecticut Department of Labor, Employment Security Division, 1988.

theory as well as welding and soldering techniques in the rebuilding, removal, replacement, and servicing of engines. With their knowledge of air and liquid cooling systems, basic fuel systems, brake theory, ignition systems, automotive electrical theory, and pollution control systems, auto mechanics are able to diagnose, troubleshoot, maintain, and repair both gasoline and diesel automobiles.

Hourly Wages
Range: $6.00 - $17.50 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 506

Aircraft Mechanic (Airframe and power plant mechanic, avionics technician)

Aircraft mechanics inspect, maintain and repair aircraft engines, landing gear, instruments, pressurized sections, and accessories -- brakes, valves, pumps, and air-conditioning systems, for example. Mechanics use precision instruments and X-ray inspection equipment to measure parts for wear or damage. They also repair sheet metal of composite surfaces, measure the tension of control cables, or check for corrosion, distortion and cracks in the fuselage, wings and tail.

Mechanics may work on one or many different types of aircraft, such as jets, propeller-driven airplanes, and helicopters, or may specialize in one section of a particular type of aircraft, such as the engine, hydraulic, or electrical system.

Hourly Wages
Range: $10.00 - $23.50 Depending on Experience and Local Labor Market Conditions.

4. Computers and Electronics

The field of computers and electronics offers a vast range of good employment opportunities in production, maintenance, transportation, service, technical and other areas relating to electronic systems and devices. These systems and devices have become an integral part of modern life, used for guidance to inventory control, data storage and processing, as well as radio and television broadcasts. Television, microwave ovens, calculators, transistors, amplifiers, stereos, switches and computers, are just a few of the products made or serviced by people employed in the computers and electronics field.

"High technology," a growing segment of the electronics field, is generally related to electronic communications and processing systems including the manufacturing of computers and electronic components. High technology also refers to computerized design and production which enables things to be designed and produced by computer. The field of high technology is expanding rapidly and there are excellent job prospects for computer specialists, as well as electronic assemblers, testers, mechanics, technicians, and service representatives.

Here are two examples of jobs in the computer and electronics field:

Data Processing Equipment Repairers

This category of repairer maintains and services computers, terminals and related equipment. The repairer observes computer functions, tests suspect circuits and components, adjusts, repairs, or replaces defective electronic parts. The repairer also performs preventive maintenance such as cleaning the unit and replacing transistors or tubes when needed. The job involves the ability to understand basic electronic theory, complex schematics, diagrams and manuals.

Hourly Wages
Range: $7.36 - $13.21 Depending on Experience and Local Labor Market Conditions.
Annual Job openings through 1995: 51

Electronics Technicians

Electronics technicians use knowledge of electrical theory, principles of electrical circuits, testing, mathematics, physics, and other related knowledge to work in various phases of the electronics field. Work may include layout, building, testing, trouble-shooting, repair or modification of electronic equipment. This equipment may include computers, machine-tool numerical controls, radio transmitting or other electronic systems or devices.

The electronics technician may work directly with an electronics engineer, to clarify design details on electronic units or to assemble experimental circuitry and models. The technician may operate a bench lathe, drill or other machine tools to make items like coils, chassis, and other special items. These workers need good vision, color sense, and dexterity.

There is a considerable amount of specialization among these technicians, depending on whether they are involved in design, research, set-up and repair of equipment, complex inspection of assembly work or other areas.

Hourly Wages
Range: $8.09 - $13.04 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 401

5. Scientific and Technical Work

Scientific and technical workers are employed to assist scientists, engineers, architects, designers, and other professionals in their work. The work may be in research and development, testing, production, sales or customer service. Technicians in the research and development area may set up and operate complex equipment, analyze data, and conduct tests. In production, technicians may follow the instructions of an engineer to prepare specifications for materials or to test product quality. In sales or customer service, technicians may provide advice about installation or maintenance of equipment. These are just a few examples of the types of tasks skilled technicians perform.

Technical occupations are often quite specialized. Technicians may specialize in aeronautics,

industrial production, mechanical, chemical, agricultural or broadcast technology, or in other fields.

Here are two examples of technical occupations:

Drafters

Space capsules, television sets, buildings and bridges are only a few of the thousands of objects which must be drawn in exact detail before they can be produced. Drafters prepare these drawings, often working from rough sketches, specifications or calculations made by engineers, architects or designers. Using compasses, slide rules, dividing protractors, triangles, and special machines that combine the functions of some devices, drafters make drawings showing the exact dimensions of each object and its parts. Drafters must learn special, precise styles of drawing and must be able to interpret engineering symbols. The job also requires a knowledge of scale and perspective. Drafting is rapidly becoming a computer-dominated trade, where designs once drawn with mechanical tools are now being drawn on the computer using CAD (Computer-Aided Drafting) software. Drafters may specialize in structural, architectural, industrial, electronic or electrical work, aeronautics or other fields.

Hourly Wages
Range: $6.23 - $24.04 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 210

Chemical Technicians

Chemical technicians assist chemical engineers in researching, developing, producing, improving or selling chemicals and related products. Most chemical technicians do research and development work, setting up and conducting tests on chemical processes and products. These technicians may test the effects of chemicals in food processing, or analyze the chemical composition of metals, measuring reactions, analyzing data, and recording results. Some chemical technicians may help to test and control product quality to ensure that certain standards are met. Many chemical technicians work as technical sales personnel. Because the field of chemistry is vast, chemical technicians often specialize in a particular industry, such as foods, fuels, or pharmaceuticals.

Hourly Wages
Range: $7.94 - $11.17 Depending on Experience and Local Labor Market Conditions.
Annual Job Openings through 1995: 18

Other Nontraditional Opportunities

In addition to the jobs described above, nontraditional work may lead to a career in teaching, public service (in federal or state departments of labor) or entrepreneurship. Here are some

examples of related career opportunities:

Vocational-Technical Instructor

The vocational-technical instructor, a teacher of the skilled trades or of trade-related subjects, is employed in a private vocational school, community college, state technical college or state vocational-technical school. In order to teach the skilled trades in a state school, you need a high school diploma or equivalency, two (2) professional courses in preparation for teaching (that is, courses in Vocational and Industrial Education), and not less than eight (8) years of industrial and/or teaching experience, including apprenticeship.

To teach trade-related subjects in a state vocational-technical school, you need (2) years of post-high school training, including a minimum of thirty (30) semester hours in technical subjects and two (2) professional courses, and not less than three (3) years of industrial and/or teaching experience.

With the above experience, you should be able to obtain a certificate from the State Board of Education, indicating that you are qualified to teach a particular trade or trade-related subject. In addition, skilled trade instructors at state schools must possess a Connecticut Driver's License. And for licensed trades (such as electrical) the applicable State Journeyperson's License or Contractor's License is required.

Public Service Employee

A number of employees in the state and federal labor departments have backgrounds in the skilled trades and/or in the negotiation of collective bargaining agreements. Employment in the state or federal bureaus of apprenticeship training might interest someone who has passed through an apprenticeship herself.

Most employment in state and federal service is based on competitive examinations. Exams are announced through flyers on display at Connecticut Job Service Offices and at main branches of the U.S. Postal Service.

Business Owner

Some skilled craft and technical workers make the decision to become small business owners, taking advantage of the marketability of their special expertise. Many auto repair shops, small appliance repair places, printing operations, radio and television service shops, general construction contracting, plumbing, electrical and other businesses are started by well-trained individuals who want the independence and the challenge that comes with entrepreneurship.

There are a number of excellent resources for you to contact if you're thinking about starting your own business (see Appendix H). Several organizations in Connecticut provide consulting, counseling, certification, legal assistance, and accounting services to women who own and operate small businesses.

Painting With Pride

Carrying a 40-foot ladder on the top of a Volkswagen--that's how **Beth Potter** started out when she opened her own painting business.

Back in 1983, Beth was taking child psychology courses at the University of Connecticut and working at a daycare center. While helping out a friend on a few painting jobs, Beth discovered she really enjoyed painting. For a year she worked with a contractor who taught her "the basics." Gradually, she began to get jobs from friends and family. And in April 1985, she "went legal" and Painting by Beth was born.

"I didn't plan to have an all-woman crew, but it's kind of turned out that way," explains Beth. "We do both indoor and outdoor work, some commercial painting, but 70-80% of our jobs are residential. And the customers seem to appreciate having an all-woman crew. They feel comfortable leaving us alone in the house; they trust us; and they know we'll make that extra effort to leave the work space clean."

At every indoor worksite, Beth and her crew spackle the holes in the walls and sand down everything before painting. On occasion they've had to move baby grand pianos, bookcases, even wall units. Says Beth, "People are often in awe of what we can do." On outside jobs, they pressure wash the whole house. Also, Beth makes a practice of cleaning the gutters and washing the windows. These "freebies," which her crew performs routinely, get her name around. "If you don't clean the gutters, that stuff gets all over the house; and if you don't wash the windows, the house just doesn't look complete." Then she adds, "I mean, if you're gonna do it, do it right, do it all the way."

A self-described workaholic, Beth paints all day, goes to school at night (she's studying both interior design and general contracting), and gives estimates on the weekends. Consequently, she's "exhausted" much of the time. What keeps her going is that she really likes what she does. "I'm lucky that way, I guess," comments Beth. "When you take a room that hasn't been painted in years--or

one that was done wrong--and you completely change it, that's instant gratification."

Part of Beth's responsibility, as she sees it, is to inspire the women on her crew to take on tasks that are unfamiliar to them. "'Don't be afraid to try,' I tell them. And I keep a sense of humor about mistakes, because they'll learn by them. Once," Beth continues, "a member of my crew called me up. She was over at another job, taking down this really old foil wallpaper. 'I don't know,' she said to me. 'I don't feel confident about this.' I gave her some hints and then told her, 'I know you can do it; just do what you can and I'll be there in about an hour.' When I got there she shouted, 'Well, I'm doing it! I'm doing it slow, but I'm doing it!'"

Beth's family has been extremely supportive. She said they're thrilled to see how far she's come in such a short time, that they always know she had it in her. The inhibiting voices she's had to confront were the ones inside of her. "You know, you look around you and see all these painters who are men, and you think to yourself, 'They're doing it faster than I am; should I really be doing this?' But you've gotta keep going."

Now Beth is reaping the rewards of her persistence. The business has really taken off. "Eventually," she says, "I may get more into the real estate end--buying houses, fixing them up and selling them. There's only one direction for me to go from here: UP!"

To Find Out More

Read All About It

There are two convenient sources for more detailed information about jobs: public libraries and the Connecticut Labor Department.

You can explore career options by familiarizing yourself with two important government reference books that can be found in most local library branches: the Dictionary of Occupational Titles and the Occupational Outlook Handbook. Both books are published by the U.S. Department of Labor. The Dictionary of Occupational Titles briefly describes some 30,000 jobs. The Occupational Outlook Handbook, which is updated every two years, describes the most common jobs in detail, explains their working conditions, and tells you what kind of training is required.

Other books offering descriptions of skilled jobs, such as **Blue Collar Jobs for Women,** by Muriel Lederer and **The Work Book: A Guide to Skilled Jobs,** by Joyce Slayton Mitchell, are available commercially, but may also be found in many Connecticut libraries.

The State Labor Department is another useful source of job information. The Research and Information Office of the Employment Security Division has written various bulletins describing skilled jobs. You can get these bulletins at your local Job Service Office (see Appendix C).

Ask the Computer

There are several computer-based career information and guidance systems available throughout Connecticut, including: Micro-OIS, DISCOVER, GIS, COIS, COIN, and Careerware. The various programs can help you identify options that fit your individual requirements. These systems were designed to help you quickly find meaningful information about occupations, available jobs, colleges, training programs, financial aid, daycare facilities, and more.

Many libraries, high schools, community colleges, private industry councils, and state agencies such as the Office of Job Training and Skill Development at the Department of Labor use one of these systems.

To find out how you can gain access to the most current and comprehensive Connecticut-specific occupational and educational information, contact the State Occupational Information Coordinating Committee (SOICC) at the Connecticut Department of Education, **(203) 638-4042.**

Keep Talking

One of the best ways of finding out about jobs is to talk to people who do them. Members of your family may be employed in fields that are nontraditional for women. Talk to them.

Maybe one of your family members knows someone in a trade you're interested in exploring. Talk to this person. Perhaps you could visit him or her at work and get a better idea of what the job is like.

There are also several organizations for women in nontraditional jobs. These organizations are among the information sources listed in Appendices C and F. Contact these organizations. Their members will be pleased to talk with you. If you are in school, ask your teacher whether it might be possible to invite members of these organizations to speak to your class.

You can also contact the Permanent Commission on the Status of Women (see Appendix C). PCSW maintains a resource file of women in nontraditional occupations who are willing to serve as role models for women considering nontraditional careers. These women would be more than happy to speak with you individually or in a group, and you will most likely find them to be a great source of information and inspiration.

Finally, there are a variety of films and videos about making a nontraditional career choice, many of which are available for classroom use. (See the bibliography for a comprehensive, annotated listing of audiovisual materials.)

What's Next?

Once you have decided what type of job might interest you, there are several steps you can take to begin acquiring the necessary job skills. Find out in the next chapter.

Chapter 3

Skill Building:

Taking Steps

Toward a Nontraditional Career

It helps to be prepared. Exploring the skills that you will need for nontraditional jobs will help you determine if you want to pursue this kind of work.

A California consulting group found that employers in most nontraditional fields are searching for women who have abilities or knowledge in **one** or **more** of the following areas:

- Hands-on tool use
- Technical vocabulary knowledge
- Mathematics
- Basic electricity theory
- Basic machine shop; machine theory
- Drafting; mechanical drawing
- Engine maintenance and repair
- Science (chemistry or physics)[1]

This chapter describes the various steps you can take while in school to find out whether you might like the kinds of skills and activities that nontraditional jobs require. The chapter also

[1] Carvell Education Management Planning, Inc., ***Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities,*** Los Altos, CA, 1979.

describes some clubs, organizations, and hobbies which can help women of all ages explore nontraditional career options and develop relevant skills.

Preparing Yourself in High School

As a general rule of thumb, the nontraditional jobs being considered here require a math background, some experience in industrial arts and a basic level of physical fitness. Chemistry and physics courses would also be helpful for some of these careers.

Mathematics

Whether you are headed for college or not, you should be sure to take at least three years of high school math. The third year of math is **crucial** for people who want well-paying technical jobs. The U.S. Department of Labor has published an article titled **"You Need High School Math For Just About Everything."** This article points out that three years of math is important not only for science and math careers, but for many other fields that have been considered "non-mathematical" up to now.

Lots of young women avoid math and related courses in school because of long-term sex role conditioning which conveys a subtle message that math is more appropriate for male students. Even though there are many women who enjoy math, take plenty of math courses in school, and do well in these courses, the myth persists that boys have a greater aptitude for math than girls. **Don't let math anxiety get the best of you!** You may find that you really enjoy these courses and you are certainly going to need math skills if you choose a nontraditional career in construction, the machine trades, or a technical field.

Technology Education

If your school offers industrial arts or technology education courses, take advantage of this opportunity to acquire some valuable skills early. In classes such as carpentry, machining, or auto mechanics you will learn to work with wood, metal, and other materials. You may also have a chance to take courses such as interior design, computer graphics, electrical technology, video communications, and aerospace technology. And don't let the possibility that you'll be the only girl in the class stop you from enrolling in any of these or other courses. If you indicate that you're really serious about learning, chances are you'll be treated seriously.

Physical Fitness

While not all the jobs described in this guide require great strength, getting into good physical condition certainly increases your chances of succeeding in most nontraditional fields. Following a regimen of physical exercise is a good idea for everyone, but especially for women

who are planning to do physically demanding work.

Again, the earlier you start, the better off you are. Developing upper-body strength is very important since many nontraditional jobs involve hauling, lifting, pushing, shovelling, and climbing. Swimming is an excellent activity for building arm and shoulder muscles as well as stamina. Walking and jogging also improve stamina but you should combine these activities with push-ups or workouts with weights in order to increase your upper-body strength.

If you like competition, consider joining a school or community team. Sports such as softball, soccer, volleyball, and basketball improve coordination, agility, and endurance. They also encourage quick thinking and "team spirit," qualities that are valuable on the job. You don't have to become a star athlete, although winning awards might impress a future employer: for example, the first woman hired as a police officer in the City of New Haven was a girls' track team champion.

The bottom line is you don't want to give an employer any excuse to turn you down for a job. If you're in good enough physical shape, you're a lot less likely to be told, "This job's too tough for a woman."

Over the River and Through the Woods:

Single Mom Says Surveying Satisfies Her Soul

At age 40, Debby Martin is right where she wants to be. For the past three years, she has been working as a surveyor for a small engineering company, a job she says she was lucky to find since she knew "nothing about surveying" when she started.

A strong math student in high school, Debby worked for nine years at a large aerospace engineering company. "I was in a flight test

group--but I left because they wouldn't let me fly the plane." Debby got married, had two kids, and then ten years later, "as the story goes," she found herself divorced and in need of a career. She looked through the Yellow Pages and the classifieds and did a lot of thinking. She finally narrowed her choices down to paralegal work and surveying. She decided on surveying because it meant she could work outdoors.

Debby took one course in surveying at Hartford State Technical College and was surprised to discover that the class was virtually all men, most of whom already had some experience in construction work. Being one of the only women in the surveying class was often trying. Sometimes her male lab partners would just completely ignore her. Occasionally they'd ask her to take notes while they did the actual physical work, but Debby refused to tolerate this behavior. "I'd say to them, 'Wait a minute...I'm not here to be your secretary.'"

Most of Debby's training in surveying has been on-the-job. Her present employer started her out on "the instrument, that thing that looks like a camera on a tripod," with no previous experience--six weeks later, he made her "party chief." Debby, who wears pink workboots in the field, says she felt "like Cinderella!"

In the beginning, she was earning $7.00/hour. On a typical day, she would come into the office, get her assignment, and then go out in the field to do whatever task the project required: doing a topography, measuring the boundaries of a parcel of land, or doing a construction stake-out. At 4:30 she'd head back to the office, hand in the field work, and put away the equipment. Now her day is more varied. In addition to the field work, Debby does drafting, computation, land records research, analysis, and reporting of

data, all of which involve careful and prudent labor.

Debby likes every aspect of her job: the diversity of tasks, the opportunities to use her math skills, the responsibility, the many different people and personalities, and especially, the chance to work outside, "where the telephone isn't ringing. It's a very free feeling. And there's a lot of fun stuff, like watching squirrels, walking along stone walls, jumping over brooks, climbing trees."

"You've got to be in pretty good shape," points out Debby. "Some days I must walk about eight miles in the field." Also, the job does come with certain hazards: her first summer, Debby contracted Lyme disease, got several bad cases of poison ivy, was stung by bees, and got chased under a barbed wire fence by an angry bull. "But these things are minor," she insists, "compared to the pleasures of working outdoors, seeing things I never would have seen if I hadn't been surveying."

Doing this kind of work has built up Debby's confidence and self-esteem. Her two kids, whom she refers to as her "fan club," are really proud of her. And she feels good about the skills she's acquired. "There's just something about surveying," concludes Debby. "Once you get into it, you develop a bond with what you're doing--it draws you in like a magnet, and you don't want to do anything else."

If You Need Help, Ask For It

Breaking through the barriers is not easy.

If you feel you need more encouragement in math, industrial arts, or physical education, talk to your teacher, your parents, and your guidance counselor about the problem. Tell them about your interest in exploring a non-traditional career. Perhaps you should share this resource guide with them. Don't be afraid to ask for help and advice.

It is particularly important that you let someone know if you feel you are being treated unfairly because you're female. There are laws regarding sex discrimination in education and vocational education that may help you. Schools and colleges are required to address the problem of sex role stereotyping and encourage women to explore nontraditional careers. Title IX of the Educational Amendments of the Civil Rights Act requires that young men and women be encouraged to take any course they choose. Furthermore, efforts must be made to ensure representation of young men and women in all courses. Efforts must also be made to offer equal sports opportunities for young women.

Each school district has a Title IX Coordinator who is responsible for helping students and teachers with problems arising from sex bias or discrimination in schools. The name and phone number of your Title IX coordinator should be listed in student and teacher handbooks. More information on the laws which prohibit sex discrimination in education is contained in Appendix B.

An Alternative Route:

Vocational-Technical Schools

Most Connecticut high school students attend local public schools. But some students attend state vocational-technical schools where, along with their regular studies, they can take special vocational and technical courses in preparation for careers in the trades and industry. Many courses offered are in areas that are nontraditional for women.

Students in the construction area may focus on carpentry, electrical work, masonry, plumbing and pipefitting, or other construction-related fields. Students in the design area may want to specialize in architectural design, construction design or mechanical drafting. Students enrolled in the industrial curriculum may choose industrial chemistry, electronics, machine-tool, graphics communications, or other programs. In the technical service area, students may decide to study heating and cooling mechanics, appliance repair, aviation mechanics, auto mechanics, or environmental systems. These are only a few examples of the vocational-technical programs that are available.

There are seventeen vocational-technical schools in the state (see Appendix D). When you are in the eighth grade, you might want to consider applying to a vocational-technical school. There are also limited openings for students who want to transfer after the 9th or 10th grade.

School counselors have the application forms and announce in the winter that students are invited to apply for September openings. If you have not heard an announcement, talk to a teacher or counselor about it.

Your school may also be operating "shared time" programs with vocational-technical schools, where you can take some courses at a vocational-technical school along with your regular work. There may be some summer programs to help you to explore job related skills. Ask whether these opportunities exist at your school.

Youth Employment Opportunities

The "learn-by-doing" approach is one of the best methods of preparing for a job and finding out whether you like the work. There are a number of programs that allow you to gain work experience while you are still in school.

Cooperative Work Education Program

One way to acquire real work experience while still in high school is through a Cooperative Work Education/Diversified Occupations (CWE/DO) program. The CWE/DO program is designed to help students who are not already enrolled in a college preparatory or vocational program to combine school and work. If your high school has such a program you can attend classes for part of the school day and then work in a local business or industry. You are paid at least minimum wage for your work and you get to learn a job skill which would not be available to you in a regular in-school program.

One important plus for this program is the effort made to integrate what is learned in school with what is necessary on the job. In-school classes stress employment skills like employer-employee relations, job attitudes, and job interview techniques, skills which are commonly needed in any occupation.

CWE/DO departments are increasingly aware of student interest in exploring nontraditional occupations and are encouraging students to try out work roles they may not have considered appropriate for them in the past. If you are interest in CWE/DO and your school vocational program offers it, find out what kinds of jobs are available and be sure to indicate your interest in nontraditional work.

Pre-Apprenticeship

Another way to acquire real work experience while in high school is through a pre-apprenticeship program, administrated by the Connecticut Department of Labor, Office of Job Training and Skill Development. Pre-apprenticeship is available for any high school student (you do not have to attend a Vocational-Technical High School), at least sixteen (16) years of

age and possessing the desire to be employed in an apprenticeable occupation, such as auto mechanic, machinist, carpenter, electrician, etc.

In the State of Connecticut, if you are working in a licensed trade, such as electrical, plumbing, heating and cooling, etc., it is mandatory for you to get registered as a pre-apprentice, otherwise you are working in violation of State Regulations.

You can work part-time while school is in session, full-time during the summer and other school breaks. The rate of pay is guaranteed to be at least the minimum wage.

Upon graduation from high school, you will receive credit for the hours accumulated as a pre-apprentice when you are re-registered as a full apprentice. Pre-apprenticeship can also be combined with a Cooperative Work Education Diversified Occupations (CWE/DO) program. Remember that registration is mandatory if you are working in a licensed trade.

For further information on pre-apprenticeship, contact your guidance counselor and/or the Office of Job Training and Skill Development nearest you. (See Appendix C)

Vocational Student Organizations

There are six statewide organizations sponsored through vocational programs in Connecticut. As part of a national network, these groups provide an introduction to the career field with which they are associated. In order to be eligible you must be taking courses in a related field since the chapters carry what is learned in the classroom into their community involvement. Their programs include developing leadership skills, self-confidence, and hands-on experience. They help you gain a taste of what working in these fields would be like.

The vocational department of your junior high, high school or vocational-technical school can tell you which organizations have chapters in your school. The six organizations are:

American Industrial Arts Student Association (AIASA)
Distributive Education Clubs of America (DECA) - Marketing and Retailing
Future Business Leaders of America (FBLA) - Business and Office Education
Future Farmers of America (FFA) - Agriculture and Horticulture
Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) - Child Care and Food Service Work
Vocational Industrial Clubs of America (VICA) - Trade Areas, including the Health Field

Clubs and Community Organizations

Girl Scouts of America

The Girl Scouts of America provides some excellent opportunities for girls who want to learn more about nontraditional jobs. The modern day Girl Scouts do a lot more than just work for badges. A well-developed Career Exploration Program helps members investigate both

traditional and nontraditional jobs. This program, originally geared for Cadets (junior high age) and Senior Scouts (senior high age), has also been designed for 4th, 5th and 6th grades. The program is both educational and recreational. Meeting places may be in schools, community centers, or private homes. To find out where the Scouts meet in your area, call this toll-free number: **(800) 922-2770.**

4-H Clubs

4-H is part of the nationwide educational system of the Cooperative Extension Service--a partnership between the United States Department of Agriculture and the Land Grant Universities. The 4-H program was established in the early 1900s to teach a variety of basic life skills to youth on farms and in agricultural communities. But today, the program is available to youth in any environment, including urban areas. Any youth aged 7 to 19 is eligible to participate.

Most 4-H programs are organized clubs coordinated by volunteer adult or teenage team leaders. 4-H organizations offer a wide variety of projects. Woodworking, arts and crafts, electrical work, energy, auto mechanics, livestock, physical fitness and health are only a few of the areas the 4-H projects cover. In addition, 4-H club members also have the opportunity to participate in a self-directed project. In 1979, more girls than boys participated in 4-H shop and industrial arts programs. More than 8,500 young people are involved in 4-H clubs in Connecticut.

In this state, the 4-H program is part of the University of Connecticut Cooperative Extension Service. To find out about the location of the 4-H organization nearest you, contact the **Cooperative Extension Service** at the **University of Connecticut, Storrs: (203) 486-4127.**

Nontraditional Hobbies For Women of All Ages

Some traditionally male hobbies teach mechanical skills and concepts in electricity or electronics. While it is true that certain traditionally female hobbies, such as sewing, also teach mathematical thinking, your prospective employer may not realize it. Many job application forms include space for you to list your hobbies. If they don't, you might want to mention what you think you have learned from pursuing hobbies. Your interest in a nontraditional hobby might impress an employer who has doubts about your motivation.

Also, if you are still undecided about whether a nontraditional career is right for you, taking up these hobbies might help you make the choice.

Plastic Model Kit Building

This is an inexpensive hobby. Most kits cost from $6 to $8, although some can be more expensive. Building plastic models can teach you about the placement of engine parts in airplanes or motor vehicles, about suspension systems, drive trains, and brakes. If you are interested in the machine trades, following pictorial diagrams and modifying parts to fit might prepare you for blueprint reading and machining.

Electronic Building Units

Some stores which sell electronic parts and stereo components also carry kits from which you can build items like radios, digital clocks, solar labs, and CBs. The kits range in price from $8 to $40. If you succeed in building an electronics kit, you will have learned something about electronic theory and wiring.

Model Railroading (Scale models - not toy trains)

Model railroading will teach you about basic electricity and mechanical adjustments. Getting the trains to run well isn't easy--you have to clean the wheels, oil various mechanisms, and check the electrical continuity.

If you become absorbed in this hobby, you might want to subscribe to magazines like **Railroad Model Craftsman** and **Model Railroader.** You can learn a great deal about engineering from some of the articles.

It's Never Too Late To Learn:

Adult Education

Without a high school or equivalency diploma, your options for nontraditional careers, even at the entry-level, are limited. Most certified apprenticeship programs in Connecticut require a high school diploma or GED. Free adult education--both elementary and secondary--is available for Connecticut residents.

Adult Basic Education

Many cities and towns in the state operate federally aided basic courses for adults, such as mathematics or English. To find out where these courses are offered in your community, contact the:

State Department of Education
Division of Vocational, Technical, and Adult Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4035

or call:

Education and Employment
Information Hot Line:
(203) 566-8118

Ask for the booklet entitled ***Improving Your Skills: A Guide to Courses and Services.***

This booklet includes:

1. A local directory of Adult Education
2. Community Education Groups
3. Skill Development Courses and Services

Adult Secondary Education

If you never graduated from high school, you can still obtain a high school diploma. Connecticut offers adults four different ways to complete their high school education:

1. **General Educational Development (GED) Test** - The GED is a high school equivalency examination that is accepted across the United States. The test includes five parts: writing skills (including writing an essay); social studies; science; interpreting literature and the arts; and math. The test takes about seven and a half hours to complete and is given at 16 test sites every month throughout the school year. There is a Spanish version of the GED test which covers the same content as the GED test in English.

   To take the GED exam, you must be a Connecticut resident and at least 19 years of age, or your high school class (the class which you entered or would have entered in the ninth grade) must have graduated.

   Adults 16 years of age or older can enroll in GED preparation classes. There is no cost for the GED classes if you live in a town where GED preparation classes are held. GED classes are also free to residents of towns which have cooperative agreements with towns where GED classes are held.

   To find out the dates and times of the GED test and the locations of the GED preparation sites in Connecticut, call the **Bureau of Adult Education at (203) 638-4167.**

2. **Adult High School Credit Diploma Program** - This program provides credits for work or military experience, small class instruction, independent study projects, and curriculum packets which can be completed for credit under the guidance of a tutor.

   The Adult High School Credit Diploma Program requires the satisfactory completion of the following courses:

English	4 credits
Mathematics	3 credits
Social Studies	3 credits
Science	2 credits
Vocational Education/Arts	1 credit
Electives	7 credits

You must be at least 16 years of age to enroll in an Adult High School Credit Diploma Program. The program works best for people who completed 10 or more credits before leaving high school.

This program is offered in 30 towns across the state. For more information about the Adult High School Credit Diploma Program, contact the **Bureau of Adult Education at (203) 638-4167.**

3. **External Diploma Program (EDP)** - The EDP is an innovative program for older adults who have gained skills through their life experiences. Upon satisfactory completion of the EDP, participants receive a local high school diploma.

The EDP is an assessment program which offers no classroom instruction. To earn the high school diploma, you must demonstrate competency in a particular job, talent, or academic area, as well as 64 life skills in the following categories:

Communication (reading, writing, speaking, and listening);
Computation (math);
Self-Awareness;
Social Awareness;
Consumer Awareness;
Scientific Awareness; and
Occupational Awareness.

The EDP takes an average of 6-12 months to complete. Adults 16 years of age or older can enroll, although the program works best for older adults who have gained, through past experiences, the skills needed for demonstrated mastery of the life skill competencies.

The EDP is offered in 11 towns across the state. For more information, contact the **Bureau of Adult Education at (203) 638-4167.**

4. **Connecticut Regional Vocational-Technical School Credit Diploma Program (CRVTSS)** - This program allows students to combine credits awarded for prior academic work with credits earned through current daytime and evening classes, demonstration and/or documentation of previous non-academic learning, and documentation of experiences gained through work, military, or community service.

The CRVTSS Credit Diploma Program requires the satisfactory completion of the following courses:

English	4 Credits
Mathematics	3 Credits
Social Studies	3 Credits
Science	2 Credits
Trade/Trade Theory	4 Credits
Electives	6 Credits

Adults 16 years of age and older can enroll in the CRVTSS Credit Diploma Program, although the program works best for people who completed 10 or more credits before leaving high school.

The CRVTSS Credit Diploma Program is offered statewide through 17 regional vocational-technical schools and four satellite schools. To find out more, contact the **Vocational School System at (203) 638-4125.**

It Helps to Get a Head Start

It is definitely in your best interest to begin preparing yourself early. Taking courses in math, science, and related technical subjects, getting into good physical condition, engaging in nontraditional hobbies, and obtaining work experience, in addition to doing some serious career exploration, can give you a real head start toward a nontraditional career.

What Does It Take? Discipline!

Sometimes **Cynthia Bulaong** wears her toe shoes when she's alone in the print shop. But even when she doesn't, it's not hard to tell she's a dancer. She reflects this fact in her attitude as much as in the way she moves. "I am," she admits, "a perfectionist."

Discipline was something Cynthia learned very early in life. "My father and mother were not the kind of parents who said, 'Whatever makes you happy, dear.' They were very strict about never letting me quit anything." Cynthia began her dance training at the age of six. By age nine she was dancing at the Hartford Ballet. When the Artistic Director, Joseph Albano, left to form his own company in 1971, Cynthia went with him.

"I started working at the print shop when I was 15 years old as a way of helping out the Albano Ballet," Cynthia explains. She did program flyers and announcements of performances, "simple paste-ups." Initially, the man who ran the shop was reluctant to let her get near the machines. "He saw me as a ballerina and was afraid I would hurt myself, or the machine...so he'd always have me stand off to the side. One day I begged him, 'At least let me turn the machine on.' Finally, he taught me to print. From that day on I haven't stopped."

In addition to performing and teaching with the Albano Ballet, Cynthia also taught the printing program at the Hartford Area Training Center. And she was as demanding of her students as she is of herself.

"I wanted them to learn every stage of the printing process, from beginning to end. No matter how much they knew and how much experience they had (or claimed they had), I taught them to do things **my** way." She insisted that her students work carefully because supplies were expensive and even small mistakes can be costly in terms of both money and time. "It doesn't take long to learn how to run a press, but being able to produce a job quickly and precisely, that's where skill is involved. If something goes wrong with the press, you have to make quick decisions. If you hesitate, you can cause yourself hours of extra work."

Cynthia says it took her male students a while

to get used to taking orders from a woman. "It was a different battle with each one. Some guys thought I was going to be a pushover. Others assumed I didn't know which tool was which. Just because I'm a woman, they had to tell me what to do." She developed a strategy for handling these "know-it-alls." "I just stood back and let them try their hand at it...they wasted a little paper, a little time..when they were frustrated enough I'd step in and give them the logic, the reasoning behind the balancing and adjusting. And then they respected me for that, for being able to tell them how and why."

"If you're a woman," Cynthia continues, "you have to prove yourself. You have to earn the respect. It doesn't come automatically. It's not a given. It comes with knowledge, skill and a job well done..that's all I can depend on."

Cynthia laughs and then adds, "I think it's **great** that I did this, that I did printing. Occasionally people will see something I've printed for the ballet. When I tell them I printed it, they say 'Oh, you designed it..." and I say, 'No, I printed it--I ran the press.'"

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Chapter 4

Training and Job Hunting

Skilled nontraditional work requires training. Training might last six weeks or six years. It may be on-the-job, in the classroom, or both. Some training programs are especially designed for people who are economically disadvantaged. Others are open to anyone. Some programs are free, some charge tuition, and others pay while you learn.

In this chapter, we will explore the major routes to training for nontraditional jobs, including starting in an entry level position and working toward a more skilled job within the same workplace.

As we indicated in the last chapter, most skilled nontraditional jobs require a high school diploma or GED certificate. Some of the training programs outlined in this chapter can help you get this qualification if you don't have it. Otherwise, you can work toward your high school or equivalency diploma in the ways we mentioned toward the end of Chapter 3.

It's important to remember that people may begin training for skilled craft and technical occupations at various stages in life--that is, as young students, or as adults with different backgrounds and levels of experience in their chosen fields, and a variety of home, family and economic responsibilities. Fortunately, there are many different routes to the same job.

Good planning and counseling can help you identify the occupation and the route best suited to your needs. Even after you've read this chapter, you may be unsure which training program is right for you. Most people need to sit down with someone and discuss their vocational choice. Some may also need assistance finding child care and transportation or help with

personal problems which may arise after enrollment in training.

Several of the programs listed in this chapter offer counseling services of some type. For additional information on counseling services, you can call the "Info-line." Every Connecticut telephone directory has an "Info-line" listed in the White Pages.

The Job Training Partnership Act

The Job Training Partnership Act (JTPA) became effective on October 1, 1983, replacing a previous federal law, the Comprehensive Employment and Training Act (CETA).

The purpose of the JTPA is "to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals facing serious barriers to employment."

A wide range of training activities are authorized under the act, including: on-the-job training, work experience, remedial education, counseling, and job development. There are no financial stipends for participation; however, there is some provision for support services such as child care.

One basic goal of the JTPA is to reduce welfare dependency. Therefore, women receiving Aid to Families with Dependent Children (AFDC) are eligible for job training through the Act. In addition to targeting recipients of public assistance, the law also identifies displaced homemakers, youth, people with limited English-speaking ability, high school drop-outs, teenage parents, older workers, and dislocated workers as target groups.

Under the Act, each state is divided into service delivery areas which administer JTPA programs. For further information, please refer to the list of JTPA offices in Connecticut (see Appendix C) and contact the one nearest you.

Carl D. Perkins

Vocational and Applied Technology

Education Act of 1990

The Carl D. Perkins Vocational and Applied Technology Act of 1990 "provides secondary, postsecondary and adult vocational educational programs with federal assistance for the five year period from July 1, 1990 through June 30, 1996."

This legislation expands the federal government's job-related education efforts by emphasizing service to "special populations, including **the poor, the handicapped, the economically disadvantaged, disabled, single parents, foster children, those not properly served because of sex bias** and **those with limited English proficiency."**

The majority of funds allocated to each state must go to local education agencies (LEAs), vocational-technical schools and post-secondary institutions. Special programs supported by the Act include: Career Guidance and Counseling, Business-Labor-Education Partnerships, Technical-Prep Education, and Community Education Employment Centers.

Funding is also mandated for programs which serve **single parents, displaced homemakers** and **single pregnant women.** Programs with a specific focus on gender equity are also authorized.

In Connecticut, Carl Perkins funds have supported the operation of several programs emphasizing nontraditional occupations for women including: the Women in Nontraditional Occupations Project of the Permanent Commission on the Status of Women; Computer-Aided Drafting for Women at the E.C. Goodwin Satellite in Bristol; the PACTT Program (Preliminary Awareness of Construction Trades Training) sponsored by the National Association of Women in Construction Hartford Chapter; and Neuvas Alternatives at Quinnebaug Valley Community College.

If you are a member of one of the populations mentioned above, you may be eligible for education or training programs funded through the Carl Perkins Act. To find out about the programs offered in your area, contact your local CETO (Coordinated Education and Training Opportunities) Coordinator from the list in Appendix C.

Vocational Training Programs

Adult Courses at Vocational-Technical High Schools

There are three types of training available for adults at the vocational-technical high schools: two-year, full-time training with the regular student body; full-time vocational training to prepare adults for entry-level jobs in industry; and part-time, supplemental courses that provide introductory vocational training.

The two-year, full-time training is for women or men who already have a high school diploma or GED certificate. Adult students attend classes during regular school hours with the high school students. While secondary students at vocational-technical schools spend half their time on academic subjects and half their time in the trade shop, a high school graduate can finish the same course of study in just two years by attending trade shop courses only. At the end of training, the adult receives a certificate. If he or she later applies for apprenticeship, credit for 2,000 hours (one year) of apprenticeship training may be granted, at the discretion of the employer. There is no age limit for adult students.

Other full-time courses at vocational-technical schools are for adults only. In general, these courses are open just to high school graduates or GED holders, but some may be open to adults lacking the diploma. These courses provide intensive training in vocational subjects. In Waterbury, for example, a course for adults was run from 3:00 p.m. to 10:00 p.m. Students studied either plumbing, electricity, or carpentry, doing actual production work at job sites. In Bridgeport, adult students attended daytime sessions in either electro-mechanics or digital electronics.

Some of the adult vocational technical courses are co-sponsored by industry, and the sponsoring industry makes special efforts to place students who successfully complete the program. For instance, the vocational-technical school in Groton had a free 33-week long shipfitter program which taught students all aspects of that trade. Students could attend just part of the program, to learn welding or pipefitting. Most students who completed the program were hired by Electric Boat.

Supplemental courses are part-time and are usually held in the evenings. There are introductory courses available in the construction trades, the machine trades, and many other career areas. The fee is approximately $110.00 for a 36-hour course.

For a list of the regional vocation-technical schools in Connecticut, please refer to Appendix D.

State Technical Colleges

Women interested in nontraditional careers should investigate the course offerings at Connecticut technical colleges. The state technical colleges are currently trying to recruit more women. The curriculum at each state technical college has been developed in response to local industry. Certificates (requiring one year of full-time study) are offered in technologies like

industrial electronics and industrial drafting. Associate degrees (two full years of study) are offered in technologies such as chemical engineering, graphics communications, and civil engineering.

Students must have a high school diploma or GED certificate for admission. Those who have deficiencies in math or science may be requested to take an Engineering and Physical Science Aptitude test. The results of this test determine whether the student will be required to take pre-technology courses. Often the student is permitted to take some regular technical courses along with the pre-technical studies.

Students can attend state technical colleges either part-time or full-time. These are both day and evening classes. Connecticut residents can expect annual tuition for full-time programs to be approximately $1,300. Part-time students (in-state) pay $48 per credit. Tuition may be waived for Vietnam veterans, persons over 62 years old, and some persons who demonstrate substantial financial need. There are many financial aid programs available. You should ask for information about these programs in the financial aid office at the particular college you're interested in attending.

For a list of state technical colleges in Connecticut, please see Appendix D.

An "Opportunity to Be Something:"

The Story of a Heliarc Welder

After her divorce, **Kim Davis** had to go on state assistance. At the time, her daughter was two years old and Kim stayed home for three years to take care of her. "I was in a bad situation," she remarks, "but it turned out O.K." Looking through the paper one day, Kim saw an advertisement for night classes in welding at Wilcox Technical School. Having done electronic assembly work which involved soldering, a related skill, she decided to enroll in a 12-week course. "I figured this was my opportunity to be something...and if I could learn welding, I wouldn't have to count on a man to take care of me and my daughter."

Kim was the only woman in the class, but "the guys didn't give me a hard time," she says, "because I was good." Good enough, in fact, to be hired part-time by a fabrication shop one month into her course at Wilcox Tech. "My teacher had a list of job openings," she explains. "I mean, you can read in a book about the effects of heat on steel, but until you see that you've put too much heat on and the thing is buckling all over--you know, it's just kind of learning it while you do it."

"I learn a little every day," continues Kim, who's been at the same job now for over two years. As a heliarc welder, she works primarily with stainless steel and aluminum. "It's 'clean welding,' which means you don't get a lot of sparks." She frequently does "production jobs," where she's given 200-300 pieces to weld according to the blueprint specifications sent in by the customer. "I like working on small things--the smaller they are, the more intricate and detailed they are. And that's where you can really show the guys," comments Kim.

"They say that girls are better welders than men...neater." Kim, herself, files meticulously, making sure that there are no "burrs" or sharp ends on the finished pieces. "Nobody's gonna get cut on the parts **I've** worked on!" she says with obvious pride. Not all aspects of the job came easily to Kim. Blueprint reading, for example, she found difficult when she started. But "there were a few guys in the shop who were supportive and patient; they helped me out. Now," she notes, "when I finish a job and it measures out right according to the prints, I get real satisfaction from that."

Being a welder means putting up with a lot: The noise in the shop from sledgehammers banging on steel can be deafening (although Kim says that the radios blaring above that noise are worse). During the summer, the heat's "disgusting" (but Kim likes the fact that over the course of two years, she's lost 55 lbs. from sweating!) She's gotten "flash-burned" a few times, cut with a grinder ('You learn to respect the power tools"), and her skin is constantly dry and peeling. She comes home every night with a different ache and muscle pain (but it's not as bad now as when she began because she's built up her

strength). And Kim says she drinks so much grinding dust along with her cans of Diet Pepsi that she wonders "how much longer it will be before (she) can't cross over a magnet..."

"It's a hard job," she admits. "But I like being a welder. I'm earning $8.75 an hour..so I'm not saying that I'm making good money yet. I'm still in the hole, but I'm plugging along. And being a skilled worker is important to me. I know it will take me somewhere. Now that I have a trade, I'll always have a future."

Connecticut Community Colleges

Connecticut community college programs and services once concentrated on the liberal arts and sciences. However, the focus has changed, and now many community college students graduate from occupational/career programs. Community college offerings are developed in direct response to current and projected state employment needs.

The formal admission requirement for Connecticut community colleges is a high school diploma or state equivalency certification, but this may be waived in appropriate circumstances.

Community colleges offer associate degree and certificate programs leading directly to employment, job retraining or advancement in more than 70 different career fields, including Mechanical Technologies and Natural Science Technologies. Community college offerings which might be of special interest to women seeking nontraditional careers are aviation maintenance at Quinebaug Valley Community College in Danielson and automotive technology at Mattatuck Community College in Waterbury.

All of the community colleges offer developmental or basic skills courses in math and English. In addition, introductory courses in physics and chemistry are similar to those taught at the technical colleges. Support services include testing to identify special needs, counseling, bilingual courses and programs, services designed to meet the needs of students with physical disabilities, day care centers, women's centers, student organizations, and career and placement services.

You might prefer a community college to a technical college because of its location or schedule. Also, community colleges in Connecticut currently have a larger percentage of minority and female students than the technical colleges. If later on you decide to enroll at a technical college, your credits will probably be accepted for transfer.

Tuition and fees for full-time students at the community colleges are $467 per term. There are two terms per year. Part-time students pay $33 per credit plus fees which are based on a sliding scale.

For a list of Connecticut's twelve community colleges, please refer to Appendix D.

Proprietary Occupational Training Schools

Proprietary schools are privately-owned institutions which offer training for a particular trade. In Connecticut there is a large variety of proprietary schools that provide vocational training in nontraditional areas like welding, drafting and design, electronics, and air conditioning and refrigeration.

Costs for these schools vary from moderate to expensive. Many provide loans, scholarships, or other forms of financial aid. It's a good idea to find out as much as possible about the proprietary school before you enter. The school should score points with you if it has received

approval for veteran's benefits, or has been accredited by the Association of Independent Colleges and Schools (AICS) or the National Association of Trade and Technical Schools (NATTS). The State Department of Education publishes a list of state-approved proprietary vocational programs and schools. This publication is available from the:

Department of Education
Division of Vocational, Technical and Adult Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4035

Customized Job Training

The Connecticut Department of Labor administers a variety of training programs linked directly to private industry. They call these programs "customized job training." The programs are short-term, free, and may provide income to participants. They are offered in a number of skilled areas such as the machine trades, printing, and other areas where there are needs. To find out more about customized job training, contact your local Job Service office (see Appendix C).

Hartford Area Training Center

The Hartford Area Training Center provides free training in the precision machine trades and electronic assembly if you are 18 or older and qualify under their income eligibility guidelines.

The training period for the precision machine trade program is 3 1/2 - 4 months. The electronic assembly program has a 5 - 6 week training period. Starting salaries for those who complete these programs range from $6.50 - $9.00/hour plus fringe benefits and overtime.

For more information, contact:

Hartford Area Training Center, Inc.
56 Coventry Street
Hartford, CT 06112
(203) 286-9202

Westover Job Corps Center

Located near Springfield, Massachusetts, the Westover Job Corps Center offers training in auto body repair, auto mechanics, electronic assembly, drill press operation, machine lathe operation, welding, painting, bricklaying, carpentry, and more. Job Corps also offers individualized math and reading instruction, driver's education, and preparation for the GED.

To enroll in the Job Corps program, you must be between the ages of 16 and 22. Many Connecticut residents attend Job Corps. For the duration of your training, Job Corps provides

room and board, dental and medical care, a clothing allowance, spending money, a child care allotment of $100/month, and paid holidays.

Career guidance, job placement, and counseling are available for all Job Corps participants. And while the emphasis at Westover is on work, there's time for play, too. Recreational activities include basketball, volleyball, softball, ping pong, swimming, arts and crafts, dancing, and much more.

Plans are currently underway to open a Job Corps Center in the New Haven, CT area in 1992.

For further information, contact:

Westover Job Corps Center
16 Johnson Drive
Chicopee, MA 01022
(800) 533-0051

PACTT Program

Through classroom instruction and hands-on training, the "Preliminary Awareness of Construction Trades Training" (PACTT) Program offers women a chance to explore their interests in carpentry, electrical work, masonry, plumbing, and other areas of the construction industry.

PACTT classes are currently held three evenings per week for eight weeks. Students learn basic construction vocabulary, tool care and safety, and various skill levels of the trades. Hands-on projects are performed in each of the four trades. The purpose of the program is to assist each student in making an informed decision when choosing a trade in which to apprentice.

For more information about the PACTT Program, which is sponsored by the Connecticut Chapters of the National Association of Women in Construction (NAWIC), contact:

PACTT Program
125 Silas Deane Highway
Wethersfield, CT 06109
(203) 291-8917

The Armed Services

A training possibility which some women might want to consider is enlistment in the armed services. At present, the armed forces have a higher proportion of women in nontraditional areas than the civilian workforce. For the location of your nearest recruitment office, look in your phone book under "United States Government...Army Department" (for Army, Army Reserves, and the National Guard) or "Navy Department" (for Marine Corps), or "Air Force."

Apprenticeship

Apprenticeships combine paid on-the-job training with related classroom instruction. Apprentices are placed on the job, under the supervision of a skilled worker. Related instruction usually takes place at a vocational-technical school. Courses cover the technical and theoretical aspects of the trade, such as blueprint reading, drafting, construction materials, and electrical theory.

There are over 400 apprenticeable trades in Connecticut. Below is a partial list:

- Auto Mechanic
- Bricklayer
- Carpenter
- Drafter
- Electrician
- Electronics Technician
- Heating/Cooling Mechanic
- Heavy Equipment Operator
- Ironworker
- Locksmith
- Machine-Tool Worker
- Painter
- Plumber
- Printer
- Roofer
- Sheet Metal Worker
- Sprinkler Fitter
- T.V. & Radio Repairer
- Telephone Servicer & Installer

Most apprenticeships involve a 2-4 year commitment, but the length of training varies according to the trade. Carpentry, plumbing, electrical work, tool-and-die making, and auto mechanics, for instance, all require 8,000 hours (4 years) of training. Bricklaying demands 6,000 hours (3 years). And machine set-up work and warm air heating and cooling mechanics both require 4,000 hours (2 years).

> **NOTE:** Graduates of vocational-technical schools may receive up to 2,000 hours (1 year) of credit toward completion of an apprenticeship.

An apprenticeship program sponsor may be an employer or a joint committee of labor and management. All Connecticut programs are registered with the Connecticut Labor Department, Office of Job Training and Skill Development. Employers in the non-licensed* trades are not required to register but registration offers certain advantages to both program sponsors and apprentices.

First of all, registration ensures that the obligations of the apprentice and the sponsor are identified and understood through an "apprenticeship agreement," which is signed by both parties. Registration also requires program monitoring by the Connecticut Labor Department, Office of Job Training and Skill Development to make sure that the apprentice is receiving the appropriate on-the-job training, related instruction, and periodic wage increases in accordance with apprenticeship standards. These standards, which also cover safety and health conditions, are approved by the federal government.

Apprentices usually earn between 35% and 50% of a journeyperson's wage when they start the program. Then they receive raises every six months or so, provided they fulfill the conditions of the apprenticeship. In addition, apprentices usually receive all employee benefits (such as medical coverage and life insurance).

Upon satisfactory completion of a registered apprenticeship program, you receive a certificate indicating that you have been thoroughly trained in all aspects of the trade. This certificate of journeyperson status is a highly respected credential.

*(Licensed trades include electrical, plumbing, and heating and cooling.)

How Women Can Become Apprentices

The number of female apprentices in Connecticut is still quite small, but the situation is slowly changing. Change is due largely to state and federal regulations that now require employers to recruit and train women (see Appendix B). So, although competition for some apprenticeship programs is stiff, many program sponsors are actively seeking women apprentices.

To apply for a registered apprenticeship program, you should go to your local Job Service Office (see Appendix C). Each Connecticut Job Service Office has staff persons who can discuss local apprenticeship opportunities with you and process your application.

Once you have completed the application form (see the sample on page 57), you'll be placed in an applicant pool and notified of apprenticeship openings as they occur in the trade of your choice. The notice you'll receive will look something like the letter on page 58. It will refer you to the apprenticeship sponsor who may be an employer (either union or open-shop) or a union management committee. The place and deadline for applying will be stated on the notice.

Union Apprenticeships in the Construction Trades

The procedure is more formal for union apprenticeships in the construction trades. Apprenticeships in some of these occupations open up only once each year. To be accepted as a union apprentice in construction, you must be tested by a joint apprenticeship committee (JAC) composed of about four people from the union and four from management.

Applicants who meet minimum hiring requirements are interviewed by the joint apprenticeship committee. Questions regarding education, work background, knowledge of the job, and motivation are a part of the interview. On the basis of the interview, applicants are rated and placed on a register. If you succeed in being placed on the register, the union may then call you for a job. You may not be called, depending on your rating and on the job activity in construction.

Many construction contractors who receive federal funds are required to take affirmative action to meet goals and timetables for women and minorities. If you rate high among the applicants, you may be called soon after your interview, especially if a contractor is making an effort to recruit women to the worksite. You may also want to call the union apprenticeship coordinator's office periodically to check on the status of your application (see Appendix G).

J3618Y (RE/90)

APPRENTICESHIP QUESTIONNAIRE

Please complete Social Security Number, Name and questions 1 - 5.

Social Security Number	Name (Last)	(First)	(M.I.)

1) HAVE YOU EVER BEEN A REGISTERED APPRENTICE?

[ ] No If No, go on to Question 2.

[ ] Yes If Yes - a) What trade or craft? _____ Months Experience: _____

2) HAVE YOU HAD VOCATIONAL TRAINING IN A SPECIFIC TRADE OR CRAFT FOR WHICH YOU ARE SEEKING AN APPRENTICESHIP?

[ ] No If No, go on to Question 3.

[ ] Yes If Yes - a) What trade or craft? _____

b) Months Experience _____ If none, write "None".

c) Did you graduate from a State Vocational Technical School?

[ ] No (01173 SC) [ ] Yes (01173 VT)

3) CHECK THE MATH COURSES YOU HAVE TAKEN:

[ ] Basic Math (85709 SC) [ ] Shop Math (49440 SC) [ ] Trigonometry (01098 SC)

[ ] Algebra (01034 SC) [ ] Geometry (01066 SC)

4) CHECK UP TO 5 APPRENTICESHIPS THAT YOU PREFER:

[ ] Auto Mechanic (04781)
[ ] Bricklayer (59889)
[ ] Carpenter (59697)
[ ] Cook-Chef-Baker (86028)
[ ] Drafter (55475)
[ ] Electrician (84761)
[ ] Electronic Technician (07698)
[ ] Heating/Cooling Mechanic (59825)
[ ] Heavy Equipment Operator (Construction) (59928)
[ ] Iron Worker (60038)
[ ] Machine-Tool Worker (22074)
[ ] Painter (28240)
[ ] Plumbing Mechanic (59950)
[ ] Printer (35160)
[ ] Roofer (84775)
[ ] Sheet Metal Worker (56936)
[ ] Sprinkler Fitter (59964)
[ ] TV & Radio Repairer (50546)
[ ] Telephone Servicer and Installer (80585)

5) DRIVER'S LICENSE (check one or more)

[ ] No License 1 [ ] Car or Lt. Truck (Class 3) 2 [ ] Heavy Truck (Class 2) 3 [ ] Tractor-Trailer (Class 1) 4 [ ] Public Service Vehicle Bus, Incl. School Bus

DO NOT WRITE BELOW THIS LINE

& [ ] Statewide	Location 1 Zone	Rng	Not	Location 2 Zone	Rng	Not	Location 3 Zone	Rng	Not	N.I.	Quant.	Keyword
Apprenticeship Trade D.O.T.									Mos.Exp.			
KEYWORDS - The first 5 keywords are automatically generated from the D.O.T. Code.												
N.I. 4 6 0 3 8	Quant. 0 1	Apprenticeship										
		Local Office Keyword										

Office of
Job Training and Skill Development

STATE OF CONNECTICUT
DEPARTMENT OF LABOR
200 Folly Brook Boulevard
Wethersfield, Connecticut 06109
Telephone (203) 566-2450

SAMPLE

July 19, 1989

NOTICE OF APPRENTICESHIP OPPORTUNITY

The Hartford Area Joint Apprenticeship Committee, Plumbers Local #76, will be accepting applications from interested candidates to fill twelve (12) openings, provided that work improves as expected in this area.

To qualify for consideration, applicants must meet the following minimum requirements:

AGE:	Minimum Eighteen (18)
EDUCATION:	High School Graduate or Equivalent
PHYSICAL CONDITION:	Capable of doing physical work
RESIDENCY:	Residence of jurisdiction area of Local is preferred which includes:

Andover	East Hartford	Mansfield	Suffield
Avon	East Windsor	Marlborough	Tolland
Bloomfield	Ellington	Middlefield	Union
Bolton	Enfield	Middletown	Vernon
Burlington	Farmington (partial)	Newington (partial)	West Hartford
Canton	Glastonbury	New Hartford (partial)	Wethersfield
Columbia	Granby	Portland	Willington
Coventry	Haddam	Rocky Hill	Windham
Cromwell	Hartford	Simsbury	Windsor
East Granby	Hartland	Somers	Windsor Locks
East Haddam	Hebron	South Windsor	
East Hampton	Manchester	Stafford	

Applications will be available at Plumbers Local #76, 47 Airport Road, Hartford, CT, 9:00 a.m. to 1:00 p.m., Monday through Friday, August 14, 1989 through August 25, 1989.

Applicants meeting qualifications will be interviewed by the Joint Committee. Ratings will be based on such factors as reliability, cooperation, interest, attitude and judgement, as well as other personal traits. Applicants will be notified of their interview date.

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of age, race, color, sex, religion, mental status, marital status, national origin, ancestry or physical disability, including but not limited to blindness. The sponsor will take affirmative action to provide equal opportunity in applicable laws and regulations. A good faith effort will be made to attain specific goals for females and minorities.

The Connecticut Labor Department Office of Job Training and Skill Development has established complaint procedures for applicants and apprentices under existing regulations.

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The Connecticut Labor Department Office of Job Training and Skill Development has established complaint procedures for applicants and apprentices under existing regulations.

Age Limits for Apprenticeships

Most apprenticeship programs require you to be at least 18 years of age when you start. Although some apprenticeship programs state that there is an upper limit for apprentices (usually 24 to 26 years of age, with extension for veterans), you should apply even if you are older. Many apprenticeship sponsors appreciate older women who possess maturity, a good work attitude, and job experience. Some programs do not state any upper age limit, but rely solely on the personal qualifications of individual applicants.

Moving Up from Entry-Level Positions

Most people who have skilled jobs worked their way up from lower-paying, entry-level positions. This route to training is particularly important for women who cannot afford special schooling and are not planning to enter an apprenticeship. Even most JTPA and Job Connection programs only provide training sufficient for entry-level positions, and many employers prefer to select apprentices from the ranks of workers already in the company.

The term "dead end job" is a familiar one. It's true that many women start at entry-level jobs and establish good work records, only to find that they are never offered opportunities for advancement. However, assuming that you have a choice of entry-level jobs, there are some steps you can take to make sure you are climbing up a career ladder.

If possible, talk to people who are employed at the company where you wish to work. Through these conversations, or by asking questions during your job interview, try to obtain the following information:

- Are there many skilled jobs available at this company?
- How did the people in those jobs get their training?
- Are job openings posted on the employee bulletin boards before they are advertised to the public?
- Is there an affirmative action plan at this company? (See the section on affirmative action in Appendix B.)
- Does this company have a grievance procedure?
- Does a union represent the employees of this company?
- If formal training is required for skilled positions, does the company help pay employees' tuition for such training?
- On what factors are promotions based?

If you have a choice, it would be in your best interest to accept employment at a company that has an affirmative action plan, a written grievance procedure, and where seniority (length of service) counts heavily in choosing employees for promotion. These elements will help ensure that you are treated fairly and that you have a good chance for advancement on the job.

All companies must comply with federal and state laws prohibiting sex discrimination in employment policies and practices. It is important for you to read Appendix B of this booklet

in order to know your job rights. If you are given an employee handbook or a copy of the collective bargaining agreement, keep it and study it.

Sources of Assistance with Training and Employment

Connecticut Job Service Offices

Many people think of the Job Service Office simply as "that place where you have to go after you've applied for unemployment compensation." This is a misconception. The Connecticut Job Service Offices provide counseling, referral, and job placement for any interested Connecticut resident. Job Service Offices are a free resource not be overlooked by women seeking nontraditional careers.

If you have not visited a Job Service Office since its computerization, you are in for a surprise. Though the lines are still long at times, the services have been streamlined. Employers throughout Connecticut list employment openings in the Job Bank. The information describing the opening is fed into a computer, and all current openings are printed out at every Job Service Office. Thus, you can find out about a Bridgeport opening even when you go to the office in Norwich. An intake worker will interview you and ask you about your training and interests. You will also be asked how far you are willing to travel to work.

Each morning, the computer matches up job listings with applicants' experience and interest. If you are matched up with an opening, you'll be notified by telephone or mail.

When you walk into the Job Service Office, you can request counseling if you are not sure what type of job you want. **But if you are interested in nontraditional work, you should stress this from the very beginning.** Bring along this booklet if you think it will assist you in talking with the Job Service staff person.

If you already know what job you want, you should stop by the microfilm machines **before** you get in line. All of the current job openings in the state are listed on pieces of microfilm which can be read on the projection screens. Jobs are grouped together by occupation. If you find a job that you're interested in and feel qualified for, write down the numbers that appear next to the job description. Then get in line. When the intake worker sees you, present the list of jobs you're interested in. If the intake worker agrees that you have the necessary qualifications you'll be referred to the employer.

Testing is also offered by the Job Service. You may want to take these tests for your own information, to find out about your spatial reasoning, manual dexterity, etc. If you need testing, an appointment will be made for you.

In addition, each Connecticut Job Service Office can give you information about local apprenticeship opportunities and process your application (see the section on Apprenticeships in this chapter).

You may be eligible for Job Training Partnership Act programs. All Job Service Offices have intake workers who can determine your eligibility.

Many Job Service Offices can give you a free booklet called ***Writing The Resume That Gets the Job.*** There is also a whole series of "Job Scopes" pamphlets available at Job

Service Offices. Some of the titles are: ***Technicians in Demand, Applying for Apprenticeship*** and ***From Volunteer Work to Paid Employment.*** If you cannot find these publications at your local office, free copies may be obtained from the:

Connecticut Department of Labor
Employment Security Division
200 Folly Brook Boulevard
Wethersfield, CT 06109
(203) 566-5030

In Appendix C, you'll find a list of all the Job Service Offices in Connecticut.

Job Connection

The Job Connection provides employment training and support services to applicants and recipients of Aid to Families with Dependent Children (AFDC). Administered by the Department of Income Maintenance, Job Connection assesses participants and assists them in developing an employability plan. Participants are then referred to training, education or other services as appropriate. All Job Connection registrants are eligible to receive assistance in meeting child care, transportation, and other training-related expenses.

Approximately 25,000 AFDC recipients in Connecticut are registered with the Job Connection. Currently, a wide variety of programs are available for Job Connection participants. These include but are not limited to: pre-skill training, JTPA, Adult Basic Education, courses offered at state community and technical colleges, and English as a Second Language Programs. The Department of Income Maintenance also funds an Entrepreneurial Program and a pilot Hispanic Outreach and Family Support Project.

For more information about Job Connection, contact:

Department of Income Maintenance
110 Bartholomew Avenue
Hartford, CT 06106
(203) 566-7017 or (800) 537-7852

Displaced Homemaker Programs

Over 11 million women in the United States are "displaced homemakers." The term refers to women who have worked at home full-time, providing unpaid household services for their family, while dependent on the income of another family member. When that means of support suddenly disappears, the majority of these women are faced with a life-shattering loss of both emotional and financial security. Most displaced homemakers enter or re-enter the job market because of widowhood, divorce, or separation from a spouse. Some women are forced

to find work because their spouse is disabled or chronically unemployed or because they are ineligible for public assistance due to the ages of their children.

Displaced homemakers come from a variety of backgrounds with many different combinations of skills, experience, and education. What they share is the need for some sound advice and a reason to look forward. Throughout Connecticut there are special programs for displaced homemakers, conducted under the auspices of the Connecticut Department of Labor's Office of Job Training and Skill Development. These programs offer support groups, counseling, job training, and support services such as child care and transportation.

To find out about programs for displaced homemakers in your area, call your local CETO office listed in Appendix C, or call:

Connecticut Department of Labor
Office of Job Training and Skill Development
200 Folly Brook Boulevard
Wethersfield, CT 06109
(203) 566-5702

Rehabilitation Services

The Division of Rehabilitation Services (DRS) is a part of the State Department of Education. Its vocational rehabilitation program serves individuals with physical or mental disabilities which pose a substantial handicap to employment.

Those who are eligible may receive the following:

* Counseling and guidance
* Medical goods and services, including specialized equipment and therapy
* Vocational and other training services to enhance employability skills
* Tools, licenses, uniforms, and other supplies needed at the training or job site
* Rehabilitation engineering services, including vehicle and architectural modification, to facilitate access to and mobility at the job site

For more information about the vocational rehabilitation program, you should contact the DRS office closest to you:

Bridgeport District
1470Barnum Avenue
Bridgeport, CT 06610
(203) 579-6300

Hartford District
56 Arbor Street
Hartford, CT 06106
(203) 566-4103

Waterbury District
95 Thomaston Avenue
Waterbury, CT 06702
(203) 757-1581

Norwich District
12 Case Street
Norwich, CT 06360
(203) 887-3546

New Haven District
1 State Street
New Haven, CT 06510
(203) 789-7867

The Education and Employment Information Center

You may also want to call the Education and Employment Information Center Hotline. The Hotline staff will provide you with information on education, training, and employment opportunities in your area. The center publishes a booklet entitled ***Need Help Job Hunting? A Directory of Counseling and Job Placement Services.***

The number is **(203) 566-8118.**

Hang in There!

In Appendices C and E, you'll find a list of Connecticut resources for information and assistance--community groups and organizations as well as state agencies that can help you find out where to start and how. Don't be afraid to ask and don't be discouraged if you don't get the information you need right away. Keep trying! Your persistence will pay off in the end.

Epilogue

The Future is in Your Hands

If, after you have read this guide, you decide to take the first steps toward a nontraditional career, please accept our encouragement and best wishes. You're a pathfinder. You're one of the growing number of women clearing the way for others who will follow.

Believe in yourself! That's our most important message to you. But remember, too, that very few people who break new ground do it all by themselves. There are women and men out there who applaud what you are doing and want to lend you support. Don't hesitate to turn to them. In addition, there are social service organizations and government agencies mandated to help women enter nontraditional jobs. You'll probably need guidance and encouragement as you look for your first nontraditional job and support once you've landed it. There is no reason why you should have to go it alone. This booklet was written in an effort to raise awareness about the full range of career choices available to you and to connect you with the many people and groups who want to help you and see you succeed.

Today, our daughters would be amused to come across the classified section of a Connecticut newspaper from the 1950's, divided into "male help wanted" and "female held wanted" ads. Society still has some very rigid ideas about which jobs are "appropriate" for men and which jobs should be done by women. But gradually these attitudes are changing. If you enter a nontraditional career, you'll be making a great contribution--not only to your **own** future, but to the future of our society. Perhaps by the time our granddaughters enter the labor force, it will not be considered at all unusual for women to choose to become a carpenter, a welder, a drafter, or an auto mechanic. The categories of "traditional" and "nontraditional" jobs for women and men will be rendered meaningless, and then the options will be broader for all.

Table I

Appendix A

WOMEN IN SELECTED TRADITIONAL AND NONTRADITIONAL JOBS

(United States 1990)

NONTRADITIONAL		TRADITIONAL	
Occupation	**Women as % of Total**	**Occupation**	**Women as % of Total**
Architects	18.4	Librarians	83.3
Engineers	8.0	Registered Nurses	94.5
Police & Detectives	12.1	Elementary Teachers	85.2
Physicians	19.3	Administrative Support	79.8
Telephone Installers	11.3	Secretaries	99.0
Sales Reps/Commodities	22.0	Bookkeepers	92.2
Precision Production, Craft & Repair	8.5	File Clerks	83.8
Mail Carriers/Postal Service	24.9	Health Technicians & Technologists	83.5
Brick Masons/Stone Masons	.2	Bank Tellers	90.4
Carpenters	1.3	Waitresses	80.8
Electricians	1.7	Hairdressers	89.8
Machinists	3	Sewing Machine Operators	89.1
Auto Mechanics	.8	Speech Therapists	88.1
Data Processing Equipment Repairers	11.4	Dental Hygienists	99.1
Aircraft Engine Repairers	2.8	Food Counter/Fountain Workers	72.7
Plumbers, Pipefitters and Steamfitters	.9	Child Care Workers	97.0
Airplane Pilots	5.1	Legal Assistants	78.8
Drafters	18.9	Private Household Workers	95.5

Source: ***Industry and Occupation Tables,*** Bureau of Labor Statistics, U.S. Dept. of Labor, December, 1990

Table II

WOMEN EMPLOYED IN NONTRADITIONAL OCCUPATIONS BY INDUSTRY, 1990

(Numbers in Thousands)

Occupation	Total Employed	Total Women Employed	Women as % of Total
Construction Inspectors	70	4	5.1
Civil Engineers	234	12	5.0
Electrical and Electronic Engineers	581	51	8.7
Timber Cutters & Loggers	98	2	1.7
Forestry & Conservation Scientists	26	3	11.2
Dentists	162	15	9.5
Lawyers	729	151	20.6
Drafters	282	53	18.9
Tool Programmers (N.C.)	5	0	6.6
Fire Fighting Occupations	205	2	1.2
Heavy Equipment Mechanics	155	1	0.7
Small Engine Repairers	67	0	0.2
Telephone Line Installers	62	4	6.9
Heating, Air Conditioning & Refrigeration Mechanics	267	1	0.5
Elevator Installers & Repairers	27	0	1.1
Tile Setters	68	1	2.0
Painters	549	31	5.6
Roofers	212	1	0.3
Structural Metal Workers	61	0	0.2
Tool and Die Makers	152	2	1.6
Cabinet Makers	56	2	3.9
Power Plant Operators	45	2	5.5
Truck Drivers, Heavy	1866	39	2.1
Railroad Conductors & Yardmasters	37	1	3.6
Crain & Tower Operators	92	1	1.0

Source: ***Industry and Occupation Tables,*** Bureau of Labor Statistics, U.S. Dept. of Labor, December, 1990.

Table III

AVERAGE HOURLY EARNINGS FOR SELECTED OCCUPATIONS IN CONNECTICUT, 1990

NONTRADITIONAL		TRADITIONAL	
Occupation	**Average Hourly Earnings**	**Occupation**	**Average Hourly Earnings**
Drafter	$12.80 [1]	Typist	$ 8.85 [1]
Structural Drafter	17.17 [2]	Word Processor	9.82 [1]
Electronics Technician	13.65 [1]	File Clerk	7.45 [1]
Maintenance Electrician	15.30 [1]	Switchboard Operator	8.39 [1]
Motor Vehicle Mechanic	15.04 [1]	Bank Teller	7.36 [2]
Maintenance Helper	11.39 [1]	Cashier	4.86 [2]
Tool and Die Maker	15.09 [1]	Child Care Worker	6.76 [2]
Truck Driver	12.36 [1]	Fast Food Worker	4.50 [2]
Stone Mason	15.11 [2]	Nurse's Aide	8.23 [2]
Painters Apprentice	6.54 [2]	Payroll Clerk	10.21 [1]
Construction Worker	17.62 [3]		
Production Worker (Manufacturing)	11.79 [3]		

Sources: [1] U.S. Department of Labor, Bureau of Labor Statistics, ***"Connecticut Average Hourly Earnings for Selected Office and Plant Occupations, July, 1990".***

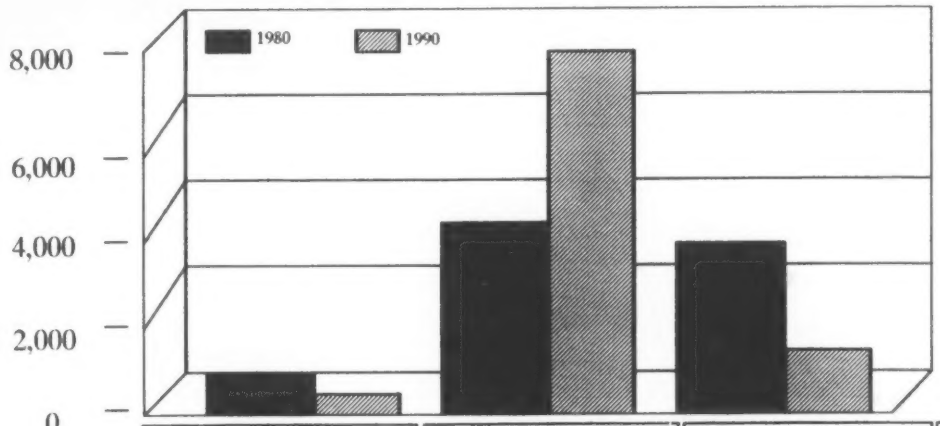
[2] Connecticut Labor Department, Employment Security Division, Office of Research and Information, ***"Occupations in Demand at Job Service Offices in Connecticut, January, 1991".***

[3] Connecticut Labor Department, Employment Security Division, ***"Labor Situation"***, February, 1991.

Table IV

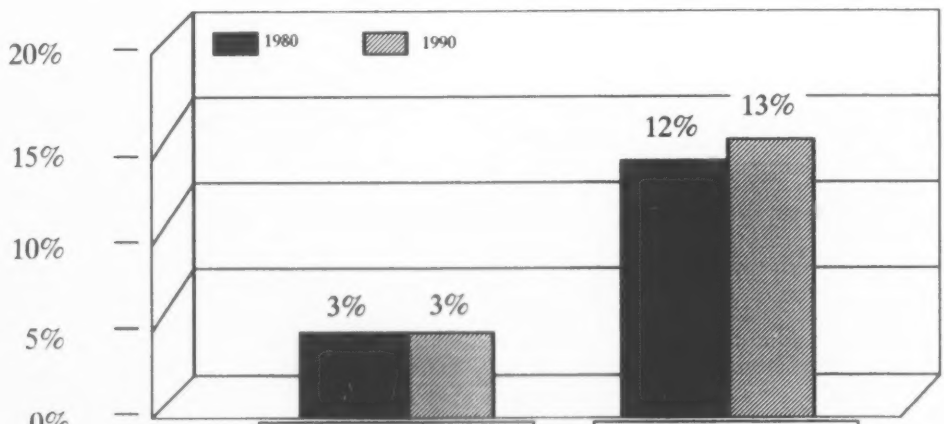
CONNECTICUT APPRENTICESHIPS

1980 - 1990



	SERVICE	BLDG & CONS'T	MFG	TOTALS
1980	818	2,832	2,286	5,936
1990	376	7,369	915	8,660

PARTICIPATION RATES



WOMEN	MINORITY
TOTAL 1980 - 190	TOTAL 1980 - 641
TOTAL 1990 - 281	TOTAL 1990 - 1,157

Appendix B

Nontraditional Jobs and the Law

Whether you are a student, an employee, a participant in a training program, or a job seeker, you should become familiar with the laws that establish your basic rights to education and employment regardless of race, color, religion, national origin, physical or mental disability, marital status, age, or sex.

The following is a very brief summary of selected federal and state anti-discrimination provisions. Complaints regarding discrimination must be filed with the appropriate agency. The addresses and phone numbers of these enforcement agencies are listed at the end of Appendix B.

Federal Laws

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 prohibits sex discrimination against students or employees in any educational program or activity receiving federal funds. This law covers such areas as:

- admissions
- access to courses and programs
- physical education and athletics
- vocational education programs
- financial assistance
- student housing
- extracurricular activities
- employment

Complaints must be filed with the Federal Office for Civil Rights within 180 days of the alleged discriminatory act(s).

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972 prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. Employers with 15 or more employees, labor unions, apprenticeship training program sponsors, and employment agencies must not discriminate in any terms, conditions, or privileges of employment. These terms and conditions include, but are not limited to:

- hiring
- firing
- promotion
- compensation
- training
- seniority
- fringe benefits
- apprenticeships
- referrals
- job assignments
- facility assignments
- classified advertisements

Discrimination on the basis of pregnancy is also considered illegal under Title VII. Recognizing the pervasiveness of sexual harassment in the workplace, the Equal Employment Opportunity Commission has amended its guidelines on sex discrimination to include guidelines on sexual harassment in the workplace. The guidelines define sexual harassment and reaffirm that sexual harassment is an unlawful employment practice in violation of Section 703 of TITLE VII of the CIVIL RIGHTS ACT of 1964. Guidelines set a standard by which to determine whether a violation of the law has taken place.

Complaints must be filed within 180 days of the alleged discriminatory act(s). The enforcement agency is the U.S. Equal Employment Opportunity Commission (EEOC).

Note: Complaints received by the EEOC are usually referred to the State Commission on Human Rights and Opportunities (CHRO) for 60 days. If the CHRO has not initiated an investigation of your complaint within 60 days, you may request that the EEOC initiate an investigation under federal law.

The AGE DISCRIMINATION IN EMPLOYMENT ACT protects those between the ages of 40 and 70 from discrimination in employment on the basis of age. The act covers employers with 20 or more employees, labor organizations, and employment agencies. The law forbids age discrimination in:

- job referrals
- promotions
- hiring
- union membership
- discharge
- pay
- involuntary retirement before age 70.

Complaints must be filed within 180 days of the alleged act(s) of discrimination. Since age discrimination is forbidden also by the Connecticut Fair Employment Practices Act, a complaint must be filed with the State Commission on Human Rights and Opportunities as well as with the U.S. Equal Employment Opportunity Commission.

The EQUAL PAY ACT OF 1963 prohibits sex discrimination in salaries and most fringe benefits. The law requires that women and men get the same wages if they are doing substantially the same job, in the same place, using equal skill, equal effort, and assuming equal responsibility. These rules apply regardless of the title of the jobs.

The enforcement agency is the U.S. Equal Employment Opportunity Commission.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 prohibits discrimination against students on the basis of race, color, religion, or national origin in programs receiving federal funds. This law covers student admissions, access to courses and programs, student policies and their application. The law also requires provision of bilingual instruction or other means of compensating students of limited English speaking ability.

The enforcement agency is the U.S. Office for Civil Rights.

TITLE VII AND TITLE VIII OF THE PUBLIC HEALTH AND SERVICE ACT AS AMENDED BY THE COMPREHENSIVE HEALTH AND MANPOWER ACT AND THE NURSE TRAINING AMENDMENT ACT OF 1971 prohibits sex discrimination in institutions that receive federal funds for health personnel training programs. The law covers admissions and the practices of employees who are working directly with applicants or students.

The enforcement agency is the U.S. Office for Civil Rights.

The REHABILITATION ACT OF 1973, Section 504, prohibits discrimination against disabled participants, applicants or employees in programs receiving federal funds. The law also requires that all new facilities be constructed to allow access by disabled persons and that programs conducted in existing facilities be made accessible.

The enforcement agency is the Office of Federal Contract Compliance Programs.

The AMERICANS WITH DISABILITIES ACTS OF 1990 guarantees people with disabilities, including those afflicted with AIDS, such rights as equal access to employment and public accommodation, as well as to services offered by the transportation and telecommunications industries.

The new civil rights bill makes it illegal for an employer to discriminate against a disabled individual in hiring or promotion if the person is otherwise qualified for the job. Employers must make "reasonable accommodations" for disabled workers, including making the workplace accessible and providing sign language interpreters--unless it will impose "significant difficulty or expense."

AGE DISCRIMINATION ACT OF 1975 prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance except when age distinctions are established by statute or ordinance or are necessary to the normal operation or to the achievement of a statutory objective.

The Act does not cover employment practices except in JTPA programs. It does prohibit exclusion of participation in, and denial of the benefits of federally assisted programs or activities on the basis of age.

Complaints may be filed with the federal agency providing program funding or with the U.S. Office for Civil Rights.

Connecticut Laws

State law also protects your right to equal employment and educational opportunities. The most basic provision is in the Connecticut Constitution.

ARTICLE ONE, SECTION 20, OF THE CONNECTICUT CONSTITUTION requires that "No person shall be denied the equal protection of the law nor be

subjected to segregation or discrimination in the exercise or enjoyment of his or her civil or political rights because of religion, race, color, ancestry, national origin, sex or physical or mental disability."

Other laws also require equal educational and employment opportunity for Connecticut residents:

SECTION 10-4a OF THE CONNECTICUT STATUTES guarantees each student in Connecticut public schools an equal opportunity to receive a suitable program of educational experiences.

THE DISCRIMINATORY EMPLOYMENT PRACTICES ACT, Chapter 814c, Section 46a-760 of the Connecticut Statutes, prohibits discrimination in employment on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, and mental or physical disability, including, but not limited to blindness. Discrimination in terms, conditions or privileges of employment is forbidden. These terms and conditions include, but are not limited to:

- ○ hiring
- ○ firing
- ○ compensation
- ○ job classification
- ○ training
- ○ job referrals
- ○ fringe benefits
- ○ classified advertising
- ○ apprenticeship

Connecticut's DISCRIMINATORY EMPLOYMENT PRACTICES ACT also specifically prohibits discrimination on the basis of pregnancy in terms and conditions of employment. The law includes special provisions under which pregnant women in hazardous jobs may be able to transfer to a different job in their workplace during pregnancy. The law covers all employers of three or more employees.

In addition, effective October 1, 1980, the DISCRIMINATORY EMPLOYMENT PRACTICES ACT was extended to prohibit sexual harassment in the workplace. Section 46a-60 (a) (8) includes the EEOC's definition of sexual harassment, indicating that it is an unfair employment practice for an employer, by himself or his agent, for an employment agency, by itself or its agent, or for any labor organization, by itself or its agent, to harass any employee or person seeking employment or membership on the basis of sex. The law defines sexual harassment as "any unwelcome sexual advances or requests for sexual favors, or any conduct of a sexual nature when:

1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or;

3) Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment."

Complaints about sexual harassment should be filed with the Connecticut Commission on Human Rights and Opportunities.

NONDISCRIMINATION CLAUSES IN STATE CONTRACTS are required under Section 4-114(a) of the state statues. Contractors with the state government must agree not to discriminate or permit discrimination on the basis of race, color, religion, national origin, marital status, age, sex, ancestry, blindness, mental retardation, or physical disability unless the contractor can show that the disability will hinder job performance.

PUBLIC ACT 91-58 OF THE CONNECTICUT GENERAL ASSEMBLY prohibits discrimination against persons on the basis of sexual orientation in regard to the following areas: refusal to hire; discharge from employment; discrimination in compensation; exclusion from membership in a labor organization; participation in apprenticeship training; and execution of state contracts and subcontracts in public construction.

THE STATE CODE OF FAIR PRACTICES (Section 46a-70) prohibits discrimination in the operation of state agency programs on the basis of race, color, sex, age, national origin, or physical disability.

Affirmative Action and the Law

Affirmative action has been misunderstood by many Americans. Basically, affirmative action programs are designed to correct the present effects of discrimination against women, people of color, and people with disabilities. There are state and federal laws requiring affirmative action programs. You should be aware that affirmative action may help you land your first nontraditional job. Because of the laws requiring affirmative action, many employers are supposed to make special efforts to hire women in nontraditional area. Affirmative action generally includes positive outreach and recruitment efforts.

EXECUTIVE ORDER 11246 AS AMENDED BY EXECUTIVE ORDER 11375 prohibits contractors with federal contracts amounting to $10,000 or more from discriminating on the basis of race, color, sex, religion, or national origin.

Revised Order Number 4, issued by the Office of Federal Contract Compliance Programs, requires these employers to take affirmative action to hire and promote underrepresented groups. Complaints must be filed within 180 days of the alleged discrimination.

The enforcement agency is the Office of Federal Contract Compliance Programs (OFCCP).

The OFCCP has not in the past processed most individual sex discrimination complaints, since these types of complaints are covered by Title VII of the Civil Rights Act of 1964. However, the enforcement power of the OFCCP was recently strengthened by the U.S. Secretary of Labor; thus the OFCCP's capability of dealing with individual discrimination cases will broaden, particularly in the area of apprenticeship.

If you, along with some other women workers, want to file a complaint about a pattern of practice of discrimination in a workplace covered by an affirmative action plan, you can call the OFCCP. To find out whether your place of employment has an affirmative action plan, contact your personnel office. The law requires employers to make this information available to their employees.

While these complaints must be filed with the regional OFCCP in Boston, the Connecticut offices of the OFCCP can provide you with help or information about federal contract compliance.

Special Affirmative Action Requirements for

Federal Construction Contractors

In general, the federal government does not set specific goals for the number of women and minorities who must be hired by federal contractors. Affirmative action plans are usually "custom made," according to what is appropriate in each geographical area for each contractor.

One exception is the construction industry, where the federal regulations are more specific. Nationwide all contractors, who have construction projects, must take positive steps to ensure that 6.9% of their workforce in the field is female.

Furthermore, federal construction contractors are required to "maintain a working environment free of harassment, intimidation, and coercion at all sites and to assign two or more women to each construction project...where possible."

Problems or questions concerning construction regulations may be addressed to the District Office of Federal Contract Compliance Programs in Hartford.

Affirmative Action and Apprenticeship

Effective June 12, 1978, the U.S. Department of Labor Regulations on Equal Employment Opportunity in Apprenticeship require goals and timetables in apprenticeships for women and minorities.

Employers who operate apprenticeship programs registered with the State Labor Department and who have five or more apprentices must engage in active outreach to inform women of apprenticeship openings and ensure that selection procedures do not discriminate against

women. Women apprentices must receive equal treatment on the job.

The affirmative action plan must be written for new apprentices and should cover all aspects of an apprenticeship program. A goal for the participation of women is required for all new classes of apprentices.

State Apprenticeship Regulations

The Connecticut regulation concerning "Equal Employment Opportunity in Apprenticeship" became effective in March, 1982. The regulation establishes policies and procedures to promote equality of opportunity in state approved and registered apprentice training programs. The regulation is also directed toward coordination and recognition of other federal and state equal employment opportunity plans, including those enforced by the State Commission on Human Rights and Opportunities.

The regulation requires each sponsor of a state approved and registered apprenticeship program to comply with equal opportunity standards. Sponsors must agree to recruit, select, employ, and train apprentices without discrimination on the basis of race, color, religious creed, sex, marital status, national origin, ancestry, mental retardation, or physical disability, including, but not limited to blindness, unless such physical disability prevents performance of the work involved in apprenticeship programs.

Sponsors must select apprentices on the basis of fair, objective and specific qualifications standards stated in detail. Program sponsors must utilize selection methods established in the regulation. They may select from a representative eligibility pool of qualified applicants. The eligibility pool may be:

a. individuals already employed by the program sponsor.

b. individuals identified through public notice with at least a two-week application period.

c. individuals identified by the Connecticut Labor Department in conjunction with its apprenticeship information system.

Sponsors may also adopt an alternative selection method which demonstrates a good faith effort to comply with the regulations.

Each applicant must be notified as to whether he or she has been admitted to the appropriate eligibility pool.

Program sponsors must uniformly apply rules and regulations concerning apprenticeship including but not limited to wages, periodic advancement, promotion, work assignments, rotation among all processes of the trade, imposition of penalties or other disciplinary actions and all aspects of apprenticeship program administration.

Program sponsors must also adopt an affirmative action plan and take affirmative action to provide equal opportunity in apprenticeship. Affirmative action plans must include goals and timetables for training and hiring women and minorities. Sponsors of programs having fewer

than five apprentices or subject to Federal Equal Employment Opportunity Plans do not have to adopt affirmative action plans or use the selection procedures in the regulation provided that their programs are not set up to circumvent the regulations and that the program does not have the effect of circumventing the requirements of the regulation.

Any apprentice or apprenticeship applicant who believes that he or she has been discriminated against may file a complaint with the Connecticut Labor Department, Office of Job Training and Skill Development. Complaints may be filed by an individual or through an authorized representative.

The complaints must be in writing and must be signed by the complainant. The complaint must include the complainant's name, address and telephone number, the program sponsor involved and a brief description of the circumstances. The Labor Department will immediately refer the complaint to the State Commission on Human Rights and Opportunities (CHRO). The Labor Department will then make an attempt to resolve the problem in an informal manner. If this attempt is unsuccessful, CHRO will implement its regular complaint procedure. If the complaint is resolved by the Labor Department, CHRO will determine whether the resolutions comply with the law.

REMEMBER: Discrimination complaints must be filed with CHRO within 180 days of the alleged discriminatory act(s).

To Find Out More About Sex Discrimination and the Law

Contact the:

Permanent Commission on the Status of Women
90 Washington Street
Hartford, CT 06106
(203) 566-5702

The Permanent Commission on the Status of Women is a state agency, created by the legislature and mandated to work toward the elimination of sex discrimination and to help improve the status of women in Connecticut. The Commission has a public information component and publishes booklets which will give you information on your legal rights.

Ask for a free copy of **Women's Job Rights and How to Use Them,** a clear, concise explanation of state and federal laws that prohibit discrimination in employment. The Commission also publishes **Pregnancy and Your Job Rights** explaining state and federal laws that prohibit discrimination against the pregnant worker. Information on Title IX is also available from this agency.

For more information on sexual harassment, you can request a free copy of **Sexual Harassment in the Workplace**, a guide to recognizing sexual harassment and taking action to prevent it.

In addition, the Commission can respond to questions you may have concerning sex discrimination. The Commission can also help you to file a complaint of sex discrimination with the State Commission on Human Rights and Opportunities.

CWEALF - Connecticut Women's Education and Legal Fund

22 Maple Avenue
Hartford, CT 06114
(203) 247-6090

or

614 Orange Street
New Haven, CT 06511
(203) 685-0188

CWEALF is a non-profit organization working for equality and an end to discrimination in employment, education, housing, credit, and family law. CWEALF conducts the following activities:

- information and referral program
- legal strategies and public policy research
- community education and training
- publications program

A sample of CWEALF's publications includes **"Women, Work, and Sex Discrimination"**, **"Divorce in Connecticut"**, **"Health and Safety Issues of Pregnant Workers"**, and **"Women and Credit"**. Many of CWEALF's publications are written in Spanish and English. For more information about CWEALF or to receive a complete publications list, call one of the numbers listed above.

Enforcement Agencies

Office for Civil Rights
U.S. Department of Education
McCormack Post Office & Courthouse (Room 222)
Boston, MA 02109
(617) 223-9662

Equal Employment Opportunity Commission (EEOC)
One Congress St., 10th Floor, Room 100
Boston, MA 02114
(617) 565-3200

State Commission on Human Rights & Opportunities (CHRO)
90 Washington Street
Hartford, CT 06106
(203) 566-3350

Regional Offices of CHRO:

Capitol Region
1229 Albany Avenue
Hartford, CT 06112
(203) 566-7710

Eastern Region
100 Broadway
Norwich, CT 06360
(203) 886-5703

Southwest Region
1115 Main Street
Bridgeport, CT 06246
(203) 579-6246

West Central Region
50 Linden Street
Waterbury, CT 06702
(203) 754-2108

Office of Federal Contract Compliance Programs/ESA
One Congress Street, 11th Floor
Boston, MA 02114
(617) 565-2055

Office of Federal Contract Compliance
U.S. Department of Labor
135 High Street (Room 311)
Hartford, CT 06103
(203) 240-4288

Connecticut Department of Labor
Office of Job Training and Skill Development
200 Folly Brook Boulevard
Wethersfield, CT 06109
(203) 566-2450

Appendix C

CONNECTICUT RESOURCES FOR INFORMATION AND ASSISTANCE

Government Agencies

Connecticut Department of Labor
Office of Job Training & Skill Development
200 Folly Brook Boulevard
Wethersfield, CT 06109
(203) 566-2450

Regional Offices:

Office of Job Training & Skill Development
c/o Bullard-Havens Vocational Technical School
500 Palisade Avenue
Bridgeport, CT 06610
Stamford-Bridgeport S.D.A. *
(203) 579-6491

Office of Job Training & Skill Development
290 Pratt Street
Meriden, CT 06450
New Haven S.D.A.
Meriden-Middletown S.D.A.
(203) 238-6108

Office of Job Training & Skill Development
c/o Waterbury State Technical College
Room 514 UConn Hall
750 Chase Parkway
Waterbury, CT 06708
Danbury-Torrington S.D.A.
(203) 575-8124
Waterbury S.D.A.
(203) 575-8123

Office of Job Training & Skill Development
6 Cliff Street
Norwich, CT 06360
Willimantic-Danielson S.D.A.
Norwich-New London S.D.A.
(203) 889-4738

U.S. Department of Labor
Bureau of Apprenticeship & Training
135 High Street, Room 367
Hartford, CT 06103
(203) 240-4311

* Service Delivery Area

State Department of Education
Division of Rehabilitation Services
10 Griffin Road North
Windsor, CT 06095
(203) 298-2010

State Department of Education
Division of Vocational, Technical, and Adult Education
Bureau of Adult Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4035

State Department of Education
Division of Vocational, Technical, and Adult Education
Bureau of Employment and Training
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4039

State Department of Education
Consultant for Sex Equity (Grades K-12)
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4238

Info-Line
See White Pages in the telephone directory

State Occupational Information Coordinating Committee (SOICC)
SDE/DVTAE
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4042

Education and Employment Information Center (EEIC)
61 Woodland Street
Hartford, CT 06105
(203) 566-8118

U.S. Department of Labor
Occupational Health and Safety
Area Administration Office
450 Main Street, Room 508
Hartford, CT 06120
(203) 240-3152

CT Department of Labor
Occupational Safety and Health
200 Folly Brook Blvd
Wethersfield, CT 06109
(203) 566-7184

ConnectiCOSH
Connecticut Council on Occupational Safety and Health
P.O. Box 231107
Hartford, CT 06123
(203) 549-1877

CT Permanent Commission on the Status of Women (PCSW)
90 Washington Street
Hartford, CT 06106
(203) 566-5702

Connecticut Job Service Offices

Ansonia	555 Main Street, 06401	734-3367
Bridgeport	500 State Street, 06604	579-6262
Bristol	281 No. Main Street, 06010	582-7421
Danbury	64 West Street, 06810	797-4140
Danielson	61 Westcott Road, 06239	774-9379
Enfield	620 Enfield Street, 06082	623-9121
Hamden	37 Marne Street, 06514	789-7734
Hartford	90 Washington Street, 06106	566-5771
Manchester	806 Main Street, 06040	649-4558
Meriden	290 Pratt Street, 06450	238-6110
Middletown	170B Main Street, 06457	344-2993
New Britain	260 Lafayette Street, 06053	827-7765
New London	94 Captain's Walk, 06320	443-8321
Norwich	6 Cliff Street, 06360	889-5247
Stamford	111 High Ridge Road, 06904	348-7505
Torrington	Torrington Parkade, Winsted Rd, 06790	482-5583
Waterbury	83 Prospect Street, 06702	755-3099
Willimantic	1320 Main Street, 06226	423-2521

SERVICE DELIVERY AREAS (SDA'S)

JOINT TRAINING PARTNERSHIP ACT (JTPA)

COORDINATED EDUCATION AND TRAINING OPPORTUNITIES (CETO)

SDA'S	JTPA ADMINISTRATIVE ENTITIES	CETO COORDINATORS
#1 STAMFORD/NORWALK Ansonia, Bridgeport, Darien, Derby, Easton, Fairfield, Greenwich, Milford, Monroe, New Canaan, Norwalk, Oxford, Seymour, Shelton, Stamford, Stratford, Trumbull, Weston, Westport, Wilton.	**Private Industry Council of Southern Connecticut** 181 Middle Street Bridgeport, CT 06604 (203) 576-7030	**1A - CETO Coordinator** **Adult and Continuing Education** **Stamford Public Schools** P.O. Box 9310 381 High Ridge Road Stamford, CT 06904 (203) 977-5335 **1B - CETO Coordinator** **Bridgeport Regional Business Council** P.O. Box 999 Bridgeport, CT 06601 (203) 335-3800

SDA'S	JTPA ADMINISTRATIVE ENTITIES	CETO COORDINATORS
#2 NEW BRITAIN/BRISTOL Berlin, Bristol, Burlington, New Britain, Plainville, Plymouth, Southington.	**Consortium Administration for Education, Training, and Employment** 1 Central Park Plaza New Britain, CT 06051 (203) 223-4421	**CETO Coordinator** **New Britain Chamber of Commerce** 1 Central Park Plaza New Britain, CT 06051 (203) 223-4421
#3 DANBURY/TORRINGTON Barkhamsted, Bethel, Bridgewater, Brookfield, Canaan, Colebrook, Cornwall, Danbury, Goshen, Hartland, Harwinton, Kent, Litchfield, Morris, New Fairfield, New Hartford, New Milford, Newton, Norfolk, North Canaan, Redding, Ridgefield, Roxbury, Salisbury, Sharon, Sherman, Torrington, Warren, Washington, Winchester.	**Danbury/Torrington JTPA** 140 Main Street Torrington, CT 06790 (203) 489-3556	**CETO Coordinator** **JTPA Administration** 140 Main Street Torrington, CT 06790 (203) 794-0786
#4 NORTHEAST: DANIELSON/ WILLIMANTIC Ashford, Brooklyn, Canterbury, Chaplin, Eastford, Hampton, Killingly, Lebanon, Mansfield, Plainfield, Pomfret, Putnam, Scotland, Sterling, Thompson, Union, Windham, Woodstock.	**Eastconn, Inc.** 376 Hartford Turnpike No. Windham, CT 06256 (203) 455-0707	**CETO Coordinator** **Eastconn** 376 Hartford Turnpike No. Windham, CT 06256 (203) 455-0707

SDA'S	JTPA ADMINISTRATIVE ENTITIES	CETO COORDINATORS
SDA #5 HARTFORD Andover, Avon, Bloomfield, Bolton, Canton, Colchester, Columbia, Coventry, East Granby, East Hartford, East Windsor, Ellington, Enfield, Farmington, Glastonbury, Granby, Hartford, Hebron, Manchester, Marlborough, Newington, Rocky Hill, Simsbury, Somers, South Windsor, Stafford, Suffield, Tolland, Vernon, West Hartford, Wethersfield, Willington, Windsor, Windsor Locks.	**Employment Resource Development Agency** 2 Holcomb Street Hartford, CT 06112 (203) 722-8444	**CETO Coordinator** **Employment Resource Development Agency** 2 Holcomb Street, Room 511 Hartford, CT 06112 (203) 722-8452
SDA #6 MIDDLETOWN Chester, Cromwell, Deep River, Durham, East Haddam, East Hampton, Essex, Haddam, Killingworth, Meriden, Middlefield, Middletown, Old Saybrook, Portland, Westbrook.	**Community Development Administrator** City Hall (Room 229) 142 East Main Street Meriden, CT 06450 (203) 630-4105	**CETO Coordinator** **Office of Community Development** Private Industry Council 393 Main Street Middletown, CT 06457 (203) 347-6924
SDA #7 NEW HAVEN Bethany, Branford, Clinton, East Haven, Guilford, Hamden, Madison, New Haven, North Branford, North Haven, Orange, Wallingford, West Haven, Woodbridge.	**New Haven Private Industry Council** 580 Ella Grasso Boulevard New Haven, CT 06519 (203) 562-7811	**CETO Coordinator** **New Haven Private Industry Council** 580 Ella T. Grasso Blvd New Haven, CT 06519 (203) 624-1493

SDA'S	JTPA ADMINISTRATIVE ENTITIES	CETO COORDINATORS
SDA #8 SOUTHEAST: NEW LONDON/NORWICH Bozrah, East Lyme, Franklin, Griswold, Groton, Ledyard, Lisbon, Lyme, Montville, New London, North Stonington, Norwich, Old Lyme, Preston, Salem, Sprague, Stonington, Voluntown, Waterford.	**Thames Valley Council for Community Action** P.O. Box 215 Jewett City, CT 06351 (203) 889-5241	**CETO Coordinator** **New London Board of Education** **Adult Education** 19 Jay Street New London, CT 06320 (203) 447-8025
SDA #9 WATERBURY Beacon Falls, Bethlehem, Cheshire, Middlebury, Naugatuck, Prospect, Southbury, Thomaston, Waterbury, Watertown, Wolcott, Woodbury.	**Department of Employment, Education, and Grants** 2931 Leavenworth Street Waterbury, CT 06702 (203) 574-8007	**CETO Coordinator** **Department of Education, Employment & Grants Admin.** **City of Waterbury** 29-31 Leavenworth Street Waterbury, CT 06702 (203) 574-6971

Resources for Educators and Counselors

VERTEC - Vocational Equity Research, Training and Evaluation Center

VERTEC is a joint project of the School of Education at the University of Connecticut and CWEALF (Connecticut Women's Education and Legal Fund). The project merges equity and education research in order to integrate equity into policy, curriculum, and evaluation of vocational programs and institutions. VERTEC is funded through a gender equity grant from the Division of Vocational, Technical and Adult Education of the Connecticut Department of Education. Publications available from VERTEC are free of charge and include:

"It's Our Shop, Too!" (December, 1989): A report on a qualitative study of females and males in nontraditional shops in Connecticut's vocational-technical schools.
"Strategies for Success." (December, 1989): A compilation of strategies to increase the enrollments of females in nontraditional occupations.
"Shop Talk." VERTEC's quarterly newsletter presenting interviews, resource and research updates, and strategies for success.

For information about the services or publications offered by VERTEC, contact:

Dr. Richard Lakes
VERTEC
University of Connecticut
School of Education
249 Glenbrook Road
Storrs, CT 06269-2093
(203) 486-5075

ABLE - The Audrey Beck Learning in Equity Archives

The ABLE Archives is a collection of books, pamphlets and videotapes on issues related to gender equity, including those which pertain to gender, race, ethnicity and disability.

The Archives exists as a resource for concerned educators who present the principles of equity in their classrooms. Included in the Archives are numerous curriculum aids available to assist educators in implementing equity issues in career and vocational education, gender and multicultural studies and counseling.

Items from the ABLE Archives are housed in the Reserve Room of the Elihu Burritt Library on the Campus of Central Connecticut State University in New Britain.

Any Connecticut Resident over 18, out of high school and not a Central Connecticut student may apply for a University Guest Borrower card. The application for the Guest Borrower card must be filled out in person at the Library Circulation Desk.

The education component of ABLE is called:

ABLE - Education and Training in Equity

Each semester Central Connecticut University offers a Continuing Education course to the education community. Teachers may earn 3 CEUs through enrollment in this course. It is offered at no charge to teachers.

To illustrate the ABLE course offerings, here is the spring of 1991 listing:

> **Educational Equity in the 21st Century: Teaching and Learning.**
> This course introduces techniques to ensure equal opportunity for all students as we approach the year 2000. Equity issues will be addressed, including gender, race, national origin, and ethnic background, law and legislation.

ABLE is funded by a grant from the Connecticut Department of Education, Division of Vocational, Technical and Adult Education, through federal funds of the Carl D. Perkins Act. For more information about ABLE, the ABLE Archives or ABLE training programs, contact:

Judith H. Rosenberg, Ph.D.
Project Co-Director
Dept. of Counselor Education and Human Services
(203) 827-7621

or

Carol A. Ford, Ph.D.
Project Co-Director
Department of Psychology
(203) 827-7585

Mailing address: Audrey Beck Learning in Equity
Department of Counselor Education
School of Education and Professional Studies
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

Resources Outside of Connecticut

Technical Education Research Centers
2067 Massachusetts Avenue
Cambridge, MA 02140
(617) 547-0430

Operation SMART

Girls INC
30 E. 33rd St., 7th Floor
New York, NY 10016
(212) 689-3700
Math & Science Workshops

Women's Action Alliance
370 Lexington Avenue
New York, NY 10017
(212) 532-8330
Publications & In-Service Training on Computer Equity

Women for Racial and Economic Equality (WREE)
130 East 16th Street
New York, NY 10003
(212) 385-1103

EQUALS
Lawrence Hall of Science
University of California
Berkeley, CA 94720
(415) 642-1823

National Commission on Working Women of

Wider Opportunities for Women
1325 G Street NW, Lower Level
Washington, DC 20005
(202) 638-3143

American Association of University Women
1111 16th Street, NW
Washington, DC 20036
(202) 785-7712

Appendix D

EDUCATIONAL INSTITUTIONS IN CONNECTICUT

Regional Vocational-Technical Schools

Emmett O'Brien
141 Prindle Avenue
Ansonia, CT 06401
(203) 735-9361

Bullard-Havens
500 Palisades Avenue
Bridgeport, CT 06610
(203) 579-6333

Henry Abbott
Hayestown Avenue
Danbury, CT 06811
(203) 797-4460

H.H. Ellis
613 Upper Maple Street
Danielson, CT 06239
(203) 774-8511

Ella T. Grasso Southwestern
189 Fort Hill Road
Groton, CT 06340
(203) 448-0220

Eli Whitney
71 Jones Road
Hamden, CT 06514
(203) 397-4041

A.I. Prince
500 Brookfield Street
Hartford, CT 06106
(203) 246-8594

Howell Cheney
791 W. Middle Turnpike
Manchester, CT 06040
(203) 649-5396

Howell Cheney Satellite
170 Elm Street
Enfield, CT 06082
(203) 745-1603

H.C. Wilcox
Oregon Road
Meriden, CT 06450
(203) 238-6260

H.C. Wilcox Satellite
Pond Hill Road
Wallingford, CT 06492
(203) 265-0099

Vinal
60 Daniels Street
Middletown, CT 06457
(203) 344-2930

Vinal Satellite
Middlesex Turnpike
Essex, CT 06426
(203) 767-0181

Platt
600 Orange Avenue
Milford, CT 06460
(203) 877-2771

E.C. Goodwin
735 Slater Road
New Britain, CT 06053
(203) 827-7736

E.C. Goodwin Satellite
431 Minor Street
Bristol, CT 06010
(203) 584-8433

Norwich
590 New London Turnpike
Norwich, CT 06360
(203) 889-8453

J.M. Wright
Scalzi Park
Stamford, CT 06904
(203) 324-7363

Oliver Wolcott
75 Oliver Street
Torrington, CT 06790
(203) 489-0261

W.F. Kaynor
43 Tompkins Street
Waterbury, CT 06708
(203) 574-2307

Windham
210 Birch Street
Willimantic, CT 06226
(203) 456-4544

State Technical Colleges

Greater New Haven State Technical College
88 Bassett Road
North Haven, CT 06473
(203) 234-3300

Hartford State Technical College
401 Flatbush Avenue
Hartford, CT 06106
(203) 527-4111

Norwalk State Technical College
181 Richards Avenue
Norwalk, CT 06854
(203) 855-6600

Thames Valley State Technical College
574 New London Turnpike
Norwich, CT 06360
(203) 886-0177

Waterbury State Technical College
750 Chase Parkway
Waterbury, CT 06708
(203) 575-8077

Connecticut Community Colleges

Asnuntuck Community College
170 Elm Street
P.O. Box 68
Enfield, CT 06082
(203) 745-1603

Greater Hartford Community College
61 Woodland Street
Hartford, CT 06105
(203) 520-7800

Housatonic Community College
510 Barnum Avenue
Bridgeport, CT 06608
(203) 579-6400

Manchester Community College
60 Bidwell Street
Manchester, CT 06040
(203) 647-6000

Mattatuck Community College
750 Chase Parkway
Waterbury, CT 06708
(203) 575-0328

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
(203) 344-3011

Mohegan Community College
Mahan Drive
Norwich, CT 06360
(203) 886-1932

Northwestern Connecticut Community College
Park Place
Winsted, CT 06098
(203) 379-8543

Norwalk Community College
333 Wilson Avenue
Norwalk, CT 06854
(203) 853-2040

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
(203) 774-1130

South Central Community College
60 Sargent Drive
New Haven, CT 06511
(203) 789-7071

Tunxis Community College
Routes 6 and 177
Farmington, CT 06032
(203) 677-7701

Appendix E

COMMUNITY ORGANIZATIONS AND WOMEN'S CENTERS

CT Coalition Against Domestic Violence
22 Maple Avenue
Hartford, CT 06114
(203) 524-5890

CT Coalition for Lesbian and Gay Civil Rights
P. O. Box 141025
Hartford, CT 06114
(203) 375-9029

CT Sexual Assault Crisis Services (CONNSACS)
763 Burnside Avenue
East Hartford, CT 06108
(203) 282-9881

CT Women's Education and Legal Fund
22 Maple Avenue
Hartford, CT 06114
(203) 247-6090

Counseling Center for Women
Norwalk Community College
333 Wilson Avenue
Norwalk, CT 06854
(203) 853-2040, Ext 289

Women's Center of Greater Danbury
256 Main Street
Danbury, CT 06810
(203) 794-1624

Women's Center
Asnuntuck Community College
170 Elm St., Box 68
Enfield, CT 06082
(203) 253-3019

Women's Center
Manchester Community College
60 Bidwell Street
Manchester, CT 06040
(203) 647-6056

Women's Center
Central CT State University
Marcus White Hall
1615 Stanley Street
New Britain, CT 06050
(203) 827-7411

Women's Center
Trinity College
P.O. Box 1385
Hartford, CT 06106
(203) 297-2408

Susan B. Anthony Project
367 Goshen Road
Torrington, CT 06790
(203) 489-3798

Women's Center of New Haven
614 Orange Street
New Haven, CT 06511
(203) 776-2658

Consortium for Women's Career Development and Training
106 Truman Street
New London, CT 06320
(203) 442-4630

Women's Center
Eastern CT State University
83 Windham Street
Willimantic, CT 06226
(203) 456-2231, Ext 5552

Women's Center
University of Connecticut
Box U-118
417 Whitney Road
Storrs, CT 06268
(203) 486-4738

Counseling Center
Hartford College for Women
50 Elizabeth Street
Hartford, CT 06105
(203) 236-5838

YWCA Bridgeport
753 Fairfield Avenue
Bridgeport, CT 06604
(203) 334-6154

YWCA Darien/Norwalk
49 Old Kings Highway-North
Darien, CT 06820
(203) 655-2535

YWCA Greenwich
259 East Putnam Avenue
Greenwich, CT 06830
(203) 869-6501

YWCA Stamford
141 Franklin Street
Stamford, CT 06901
(203) 348-7727

YWCA Hartford
135 Broad Street
Hartford, CT 06105
(203) 525-1163

YWCA New Britain
22 Glen Street
New Britain, CT 06051
(203) 225-4681

YWCA Meriden
169 Colony Street
Meriden, CT 06450
(203) 235-9297

YWCA New Haven
48 Howe Street
New Haven, CT 06511
(203) 865-5171

YWCA Waterbury
80 Prospect Street
Waterbury, CT 06702
(203) 754-5136

YWCA Southeastern CT
476 Thames Street
Groton, CT 06340
(203) 445-8151

American Indians for Development
P. O. Box 117
Meriden, CT 06450
(203) 238-4010

National Conference of Puerto Rican Women
Hartford Chapter
c/o Lillian Ortiz
375 Farmington Avenue
New Britain, CT 06053
(203) 722-8440

National Conference of Puerto Rican Women
New Britain Chapter
c/o Marilyn Alverio-Habicht
10 Holly Drive
East Hampton, CT 06424

National Puerto Rican Forum
159 Washington Street
Hartford, CT 06106
(203) 247-3227

Hispanic Women's Mentoring Project
New Britain YWCA
22 Glen Street
New Britain, CT 06051
(203) 225-4681

Spanish Speaking Center of New Britain
160 High Street
New Britain, CT 06051
(203) 224-2651

Urban Women's Development Project
Institute for Community Research
999 Asylum Avenue
Hartford, CT 06105
(203) 278-2044

Urban League of Greater New Haven
1184 Chapel Street
New Haven, CT 06511
(203) 624-4168

Urban League of Greater Hartford
1229 Albany Avenue
Hartford, Ct 06112
(203) 527-0147

Urban League of Southwestern CT
1 Atlantic St., Suite 619
Stamford, CT 06901
(203) 327-5810

For a more complete listing of organizations serving the African-American and/or Hispanic communities, you can order the following resources:

Black and Hispanic Organizations in Greater Hartford
Corporate Affairs Department
The Hartford Courant
285 Broad Street
Hartford, CT 06115

and

The Hispanic Yellow Pages
(203) 520-4242

Appendix F

ORGANIZATIONS FOR WOMEN IN NONTRADITIONAL PROFESSIONS

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009
(202) 387-1300

The project publishes a pamphlet entitled **"Looking for More Than a Few Good Women in Traditionally Male Fields."** The pamphlet is available for $5.00.

Association of American Women Dentists
401 N. Michigan Avenue
Chicago, IL 60611
(312) 644-6610

Coalition of Labor Union Women (CLUW)
15 Union Square
New York, NY 10003
(212) 242-0700

Committee on Equal Opportunities for Women
American Society for Biochemistry and Molecular Biology
9650 Rockville Pike
Bethesda, MD 20814
(301) 530-7145

Office of Opportunities in Science
American Association for the Advancement of Science
1333 H Street, NW
Washington, DC 20005
(202) 326-6670

Society of Women Engineers
United Engineering Center
345 East 47th Street (RM 305)
New York, NY 10017
(212) 705-7855

National Science Foundation
1800 G Street, NW
Washington, DC 20550
(202) 357-9859

National Association of Women in Construction
327 South Adams Street
Fort Worth, TX 76104
(817) 877-5551

Women Chemists Committee
American Chemical Society
1155 16th Street, NW
Washington, DC 20036
(202) 872-4600

Association for Women in Science
1522 K Street, NW, Suite 820
Washington, DC 20005
(202) 408-0742

Women in the Fire Service
P. O. Box 5446
Madison, Wisconsin 53705
(608) 233-4768

In Connecticut, you can contact the following organizations for information about specific professions or information relating to women in nontraditional professions:

Project on Equal Education Rights (PEER)
Connecticut Women's Education and Legal Fund (CWEALF)
22 Maple Avenue
Hartford, CT 06114
(203) 247-6090

Women in Nontraditional Occupations Project
Permanent Commission on the Status of Women
90 Washington Street
Hartford, CT 06106
(203) 566-5702

Association of Women in the Metal Industries
c/o Shirley Parzyck
P. O. Box 822
Wallingford, CT 06492
(203) 627-7051

National Association of Women in Construction (NAWIC)
Hartford Chapter
125 Silas Deane Highway
Wethersfield, CT 06129-0156
(203) 291-8917

There are also NAWIC chapters in Norwich/New London, New Haven, and Stamford. To find out the names, phone numbers, and addresses of the contact people for these chapters, call NAWIC's National Executive Office: (800) 552-3506.

For local chapter listings of the following organizations, call the Permanent Commission on the Status of Women at (203) 566-5702, and ask for their current **Women's Organizations Directory**:

Association of Women Attorneys
Society of Women Engineers
Business and Professional Women
Women in Communications
Association of Police Women
National Council of Negro Women

Appendix G

APPRENTICESHIP SPONSORS

All of the programs listed below are registered apprenticeships. The majority of these programs are union-sponsored. (Please note that many trade unions have large areas of the state under their jurisdiction. So, even if you don't live in the vicinity of the business office or training facility, you may live in the area of jurisdiction). For other apprenticeship programs, you should contact individual employers.

Hartford Carpenters
Local Union 43
902 Wethersfield Avenue
Hartford, CT 06114
(203) 296-9644

Central CT Carpenters
Local Union 24
114 South Main Street
Cheshire, CT 06410
(203) 272-9081 Cheshire
(203) 284-1362 Yalesville

Western CT Carpenters
Local Union 210
35 Pulaski Street
Norwalk, CT 06852
(203) 846-2003

Hartford Electricians
Local Union 35
208 Murphy Road
Hartford, CT 06114
(203) 525-5438

New Haven Electricians
Local Union 90
P.O. Box 8145
New Haven, CT 06505
(203) 624-6638

Norwalk Electricians
Local Union 208
7 Vanzant Street
Norwalk, CT 06855
(203) 866-0010

Bridgeport Electricians
Local Union 488
2266 East Main Street
Bridgeport, CT 06610
(203) 335-5398

I.B.E.W. Local Union 42
379 Wetherell Street
P. O. Box 1213
Manchester, CT 06040
(203) 646-7297

Westchester-Fairfield
Electricians Local 501
200 Bloomingdale Road
White Plains, NY 10605
(914) 946-0472

Plumbers and Steamfitters Local
Union 39
45 Water Street
New Haven, CT 06511
(203) 562-5086

Norwich-New London Plumbers and Steamfitters Local 305
2520 Norwich-New London Tnpk.
Uncasville, CT 06832
(203) 848-1251

Bridgeport Plumbers and Steamfitters Local 173
1211 Howard Avenue
Bridgeport, CT 06605
(203) 333-8396

Hartford Plumbers and Steamfitters Local 84
47 Airport Road
Hartford, CT 06114
(203) 296-5244

CT & Western Massachusetts Sprinklerfitters Local 676
81 Market Square
Newington, CT 06111
(203) 666-4447

Northern District Ironworkers Local 15
297 Burnside Avenue
East Hartford, CT 06108
(203) 528-3513

Southern District Ironworkers Local 424
45 Water Street
New Haven, CT 06511
(203) 787-4154

Northern District Sheet Metal Workers J.A.C. Local 40
485 Ledyard Street
Hartford, CT 06114
(203) 296-3139

Sheet Metal Workers Local 38 and Craft Training
P.O. Box 119
Brewster, NY 10509
(914) 278-6983
(includes southwestern CT)

Northern District Council of Bricklayers
500 Main Street
Yalesville, CT 06492
(203) 284-1236

Operating Engineers of CT Local Union 478
240 Cheshire Road
Meriden, CT 06450
(203) 237-3962

CT Boilermakers Local Union 237
297 Burnside Avenue
East Hartford, CT 06106
(203) 569-8368

Northern District Roofers Local Union 9
106 New Park Avenue
Hartford, CT 06106
(203) 953-0665

Southern District Roofers Local Union 12
679 North Avenue
Bridgeport, CT 06606
(203) 368-3046

Hartford Painters Local Union 481
885 Wethersfield Avenue
Hartford, CT 06114
(203) 296-5766

Eastern CT Painters Local 1122
597 Broad Street
New London, CT 06320
(203) 442-8281

New Haven Painters Local Union 186
45 Water Street
New Haven, CT 06511
(203) 624-7242

Southwestern CT Painters
Local Union 1719
679 North Avenue
Bridgeport, CT 06606
(203) 336-8297 Paul Chermansky

Western CT Painters
Local Union 522
3 Indian Head Road
Danbury, CT 06810
(203) 746-6691

Asbestos Workers Local #33
614 South Colony Road
Wallingford, CT 06492
(203) 265-3547

Elevator Constructors
Local #91
914 Main Street (Room 203)
East Hartford, CT 06108
(203) 289-8689

Glaziers Local #1274
679 North Avenue
Bridgeport, CT 06606
(203) 366-9026

The Associated Builders &
Contractors of CT, Inc (ABC)
Apprentice Programs
100 Riverview Center
P.O. Box 1142
Middletown, CT 06457
(203) 346-6681

Appendix H

SMALL BUSINESS RESOURCES IN CONNECTICUT

Connecticut Department of Economic Development
865 Brook Street
Rocky Hill, CT 06067
(203) 258-4200

Provides summaries of licensing requirements by specific business type, provides counseling, certifies women and minority owned businesses who wish to bid on state contracts. Offers services to manufacturers. Publishes a pamphlet on starting a business in Connecticut.

Connecticut Small Business Development Center (CSBDC)
1800 Asylum Avenue
West Hartford, CT 06117
(203) 241-4983

Provides free consulting services to small businesses. Can assist with business plan development. Offers training programs. In the Storrs office, there is a free legal assistance program for small businesses. You must be referred by a CSBDC counselor.

Community Aid and Accounting Services (CAAS)
1800 Asylum Avenue
West Hartford, CT 06117
(203) 241-4984

Offers free accounting services to eligible small business. Can assist with setting up bookkeeping systems, cash flow projections, etc.

City of Hartford Minority Business Enterprise Office
550 Main Street
Hartford, CT 06103
(203) 722-6608

Certifies women and minority owned businesses to promote the number of city contracts awarded to women and minorities.

Hartford Economic Development Corporation (HEDCo)
15 Lewis Street
Hartford, CT 06103
(203) 527-1301

A non-profit organization that provides consulting and loan packaging services, free of charge to small businesses in the immediate Hartford area.

Chamber of Commerce
Check local listing or call (203) 525-4451
Membership organization that provides many services to its members including networking, training advocacy and directories. Greater Hartford Chamber of Commerce offers group insurance to members. Publishes **The Source**, a great marketing tool.

Connecticut Business and Industry Association
370 Asylum Street
Hartford, CT 06103
(203) 547-1661
Provides services and advocacy to small and large size businesses.

Connecticut Minority Business Development Center
410 Asylum Street, Suite 243
Hartford, CT 06103
(203) 246-5371
Provides counseling for small businesses. Will also help in writing business plans on a fee basis.

Small Business Administration
330 Main Street
Hartford, CT 06106
(203) 240-4644
Offers, at a minimal fee, publications and brochures on a variety of small business topics. Co-sponsors workshops and training programs.

Women Interested in Self-Employment
Hartford College for Women
50 Elizabeth Street
Hartford, CT 06105
Contact: Donna Wertenbach
(203) 236-1216, Ext. 270
Offers a comprehensive program on starting a small business, including creating a business plan, marketing techniques, record keeping, etc.

BIBLIOGRAPHY AND AUDIOVISUALS

This bibliography and listing of audiovisual material includes references on the following topics:

Apprenticeship
Career Exploration
Catalogues
Confronting Stereotypes and Oppression
Employers
Financial Aid
Health and Safety
Legal Rights
Math and Science
Newsletters
Older Women
Posters
Resources for Advocates and Employment and Training Counselors
Sexual Harassment
Social Development
Women's History and Achievements
Work /Occupations

APPRENTICESHIP

Printed material:

Wheat, Valerie. **Apprenticeship and Other Blue Collar Job Opportunities for Women.** Women's Educational Equity Communications Network, 1978. Ask at your library. Apprenticeships: what they are, how to get in, requirements, what the work is like. Physical demands of various trades. Resources and bibliography.

Women in Apprenticeships: Steps to Building a Career. Connecticut Permanent Commission on the Status of Women, 1989. Available from PCSW, 90 Washington Street, Hartford, CT 06106. (203) 566-5702. A booklet that explains apprenticeships in Connecticut and provides useful information for women on how to pursue them.

Films/Videos:

The Apprentice. Film, 26 min. Available from the Bureau of Apprenticeship and Training, U.S. Department of Labor, 200 Constitution Avenue, NW., Washington, DC 20210. (202) 535-0545. Interviews with male and female apprentices on the job.

Apprenticeship: The Cutting Edge, 1988. Videotape, 20 min. Available from the Bureau of Apprenticeship and Training, U. S. Department of Labor, 200 Constitution Avenue, NW., Washington, DC 20210. (202) 535-0545.

CAREER EXPLORATION

Printed material:

Choices/Changes: An Investigation of Alternative Occupational Role Models, 1982. Available from the Educational Development Center/Women's Educational Equity Act (EDC/WEEA) Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Twenty-nine engaging mini-biographies explaining why women and men from all walks of life choose to pursue nontraditional careers. Illustrated with photographs, **Choices/Changes** helps high school students reassess their perceptions about which occupations are "right" for which gender.

Dictionary of Occupational Titles. U. S. Department of Labor. Available in most libraries.

Lederer, Muriel. **Blue Collar Jobs for Women: A Complete Guide to Getting Skilled and Getting a High-Paying Job in the Trades.** New York: E.P. Dutton, 1979.

Martin, Molly, Ed. **Hard Hatted Women: Stories of Struggle and Success in the Trades.** Seattle: The Seal Press, 1988. Twenty-six contemporary women doing nontraditional jobs tell their stories of work in the trades: ironworker, electrician, welder, merchant sailor, carpenter. Over and over their stories say, "It's hard but it's worth it!" Inspirational, easy-to-read narratives of the work they do, the tools they use, and the conditions under which they've worked.

Mitchell, Joyce Slaton. **The Work Book: A Guide to Skilled Jobs.** New York: Bantam Books, 1979.

Nontraditional Jobs for Women: A Resource Guide for Connecticut Women and Career Counselors. Permanent Commission on the Status of Women, 1991. Available from PCSW, 90 Washington Street, Hartford, CT 06106. Introduction to NTO in print, charts, and photos. Excellent overview, including job descriptions, pros and cons, how to explore the possibilities, and more.

O'Connor, Patricia. **Hitting the Nail on the Head.** Available from Nugget Publishing, P. O. Box 60004, San Diego, CA 92106. Expresses the personal and professional challenges of one woman in the trades, the benefits, the physical and emotional pain, the humor, and the deep-seated prejudices against change. An enlightening and informative book illuminating Pat O'Connor's experience as an artisan in the male-dominated construction industry.

Occupational Outlook Handbook, 1990-91 Edition. Available from the U.S. Government Printing Office, Washington, DC 20402-9325. Can also be found in your local library. Revised every two years, this is the basic reference work for occupational information: job, salaries, projected demand, training requirements, working conditions, places of employment, and more.

Occupations Digest, 1988-90 Edition. Available from the Vocational Studies Center, 964 Educational Science Bldg., University of Wisconsin-Madison, Dept K, 1025 W. Johnson Street, Madison, WI 53706. (608) 263-3696. Provides descriptions of over 400 occupations, including wage information, work places, method of entry, working conditions, moving up in the job, and worker comments. Written at an easy reading level and includes illustrations.

Ricci, Larry J. **High-Paying Blue Collar Jobs for Women**. New York: Ballantine Books, 1981.

Wetherby, Terry, ed. **Conversations: Working Women Talk About Doing a "Man's Job".** Les Femmes Publishing, 1977. Interviews with women working in blue collar, technical, and professional jobs usually held by men. Includes butcher, welder, electrician, and handyperson(!) among others.

Films/Videos:

Breaking Through: Portraits of Winners, 1987. Videotape, 30 min. Available from the New England Center for Equity Assistance (NECEA), 300 Brickstone Square (suite 900), Andover, MA 01810. (508) 470-1080. Interviews with Hispanic female role models, some of whom are in nontraditional fields.

Color Your Future...With a Nontraditional Career, 1989. Videotape. Available from the Illinois Vocational Curriculum Center (IVCC), Sangamon State University, F-2, Springfield, IL 62974-9243. (217) 786-6375. Encourages career choices based on interests and abilities rather than stereotyped expectations. Illustrates a variety of nontraditional career opportunities for women and men.

Futures Unlimited II: Expanding Your Horizons in Technical and Vocational Education. Videotape, 29 min. Available from the Consortium For Educational Equity, Rutgers University, Bldg. 4090 Kilmer, Livingstone Campus, New Brunswick, NJ 08903. (201) 932-2071. Five women workers talk about their high-paying technical and trade careers.

Go For It! Women Working in Construction Related Trades in Alaska, 1985. Videotape. Available from IVCC, Sangamon State University, F-2, Springfield, IL 62794-9243. (217) 786-6375. Nine working women demonstrate what it takes for success in this type of work: commitment, perseverance, on-the-job training, apprenticeship and experience, a willingness to try new things and never stop learning.

It's Her Future, 1979. Film or Videotape, 17 min. Available from EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. In MA: (617) 969-7100. Through discussions with women in nontraditional careers, girls and their parents are introduced to vocational education choices. The film stresses the fact that most women will work in the labor force for 25 to 30 years and provides information on the benefits and barriers to women pursuing nontraditional careers.

Just Between Sisters: Minority Women in Technology. Videotape, 29 min. Available from the Consortium for Educational Equity, Rutgers University, Bldg. 4090 Kilmer, Livingstone Campus, New Brunswick, NJ 08903. (201) 932-2071. Features young Black and Hispanic women working in the world of technology.

Meeting the Challenge: Women in Aviation, 1986. Videotape. Available from IVCC, Sangamon State University, F-2, Springfield, IL 62794-9243. (217) 786-6375. Illustrates women in various aviation careers in order to encourage women to enter the field of aviation.

Myth Busters, 1987. Videotape, 25 min. Available from the Occupational Education Center, Jersey City State College, Jersey City, New Jersey, 07305. (201) 547-2188. Directed at high-school age girls, **Myth Busters** encourages young women to work in nontraditional occupations. Features a multiracial cast of young women in the trades.

Never Underestimate the Power of a Woman, 1972. Film, 15 min. Available from the Madison Bureau of Audiovisual Instruction, University of Wisconsin-Madison, P.O. Box 2093, Madison, WI 53701. (608) 262-1644. Depicts women in training for factory and craft jobs. Dispels damaging myths about women's work capacities and performance in a wide range of nontraditional settings.

Other Women, Other Work. Film, 20 min. Available from the New England Center for Equity Assistance, 300 Brickstone Square (Suite 900), Andover, MA 01810. (508) 470-1080. Experiences and problems faced by women working in traditionally male fields.

Passwords: Skill and Talent. Videotape, 22 min. Available from NECEA, 300 Brickstone Square (Suite 900), Andover, MA 01810. (508) 470-1080. Encourages girls to sign up for nontraditional careers. Focuses on a carpenter and how she met the challenge.

Stepping Out and **Stepping In,** 1979. Two Videotapes, 20 min. each. Available from Vocational Studies Center, 964 Educational Science Bldg., University of Wisconsin-Madison, Dept K, 1025 W. Johnson Street, Madison, WI 53706. (608) 263-3696. **Stepping Out** is about a middle-aged teacher-turned-welder who talks about her career change, with focus on job and home changes. Personal and realistic. **Stepping In** is narrated by two NTO specialists who emphasize the need to get ready, physically and emotionally. Stresses women's strong commitment to NTO. Both come with facilitator's handbook and participant's leaflet.

Trade Secrets: Blue Collar Women Speak Out, 1986. Videotape, 23 min. Available from Women Make Movies, Inc., 225 Lafayette Street (Suite 207), New York, NY 10012. (212) 925-0606. Four women (welder, electrician, ironworker, and sprinklerfitter), talk about

changes in their lives when they entered their skilled trades jobs. They reveal how they overcame personal and physical obstacles to succeed to the journey-level status.

Whose Job Is It? 1986. Videotape, 15 min. Available from the Center for New Directions, Box 8380, Idaho State University, Pocatello, ID 83209. (208) 236-2454. Profiles six women in nontraditional jobs: telephone installer, upholsterer, heavy equipment operator, law enforcement officer, business systems repair woman, and business owner.

With Silk Wings: Asian American Women at Work - On New Ground. Videotape, 30 min. Available from the National Asian American Telecommunications Association, Cross Current Media, 346 Ninth Street (2nd Floor), San Francisco, CA 94103. (415) 552-9550. Portrays ten Asian American women at work in professional and nontraditional jobs, including a police officer, a welder, and a park ranger.

Catalogues

Films & Videos About, For, and By Women Catalogue. Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. A catalogue of films and videos, including some with a nontraditional focus.

National Women's History Project Catalogue. 7738 Bell Road, Windsor, CA 95492-8515. (707) 838-6000. A catalogue of books, films, videos, posters, buttons, calendars, and more, all relating to women's history.

Women Make Movies Catalogue. 225 Lafayette Street (Suite 207), New York, NY 10012. (212) 925-0606. A national media organization devoted to the production, promotion and distribution of films and videotapes by women.

Women's Educational Equity Act Publishing Center Catalogue. EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Books, videotapes, teachers' guides, and resources for career counselors to help provide opportunities for women and reduce sex-role stereotypes among both males and females.

Confronting Stereotypes and Oppression

Printed material:

Beyond the Stereotypes: A Guide to Resources for Black Girls and Young Women, 1987. Available from the National Black Child Development Institute, 1463 Rhode Island Avenue, NW., Washington, DC 20005. (202) 387-1281. Resource guide to help parents,

teachers, and others identify and select good and positive materials for Black girls; includes listings of books, films, and records.

Cade, Toni, ed. **The Black Woman**. New American Library, 1974. An anthology of essays, stories, and poems by and about Black women: politics, racism in education, Black male/female relationships, child-raising, and personal experiences that have shaped their lives.

Cleveland Hard Hatted Women. **Painting Our Way to a Better Future**, 1989. A coloring book composed of 24 illustrations by artist Diane Grisby which promotes positive images of girls and women in alternative careers. Available from Cleveland Hard Hatted Women, P. O. Box 93384, Cleveland, OH 44101. (216) 961-4449.

Dealing with Racism, Classism, and Homophobia: Strategies for Women's Employment and Training Programs, 1987. Available from Wider Opportunities for Women, 1325 G Street, NW. (Lower Level), Washington, DC 20005. (202) 638-3143.

Eisenberg, Susan, ed. **Coffee Break Secrets**. Available from Word of Mouth Productions, 9 Rockview Street, Jamaica Plain, MA 02130. An anthology of poetry.

Eisenberg, Susan. **It's A Good Thing I'm Not Macho**. Boston: Whetstone Press, 1984. Poetry.

Embers: Stories for a Changing World, 1984. Available from the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. (212) 757-5339.

Feagin, Joe R., and Clairece Booker. **Discrimination American Style - Institutional Racism and Sexism.** Englewood Cliffs, NJ: Prentice Hall, 1978.

Homan, Diane. **In Christina's Toolbox**. Durham, NC: Lollipop Power Books. A children's book.

Ladner, Joyce A. **Tomorrow's Tomorrow: The Black Women**. New York: Doubleday Anchor Books, 1972. The black community is presented as an autonomous social system which regulates its own behavior. Discussion of how Black women and their families have made healthy adjustments to "conditions not intended to promote their well-being." Black womanhood in historical perspective, growing up black, becoming a woman, more.

McCormick, Dale. **Housemending: Home Repair for the Rest of Us.** New York: E.P. Dutton, 1987.

The Little Tradeswoman Coloring Book. Available from Tradeswoman, Inc., P. O. Box 40664, San Francisco, CA 94140. (415) 821-7334. A coloring book for girls that introduces them to the idea of women working in the skilled trades.

Pharr, Suzanne. **Homophobia: A Weapon of Sexism**. Available through the Women's Project, 2224 Main Street, Little Rock, Arkansas, 72206. (501) 372-5113. Includes an analysis of why homophobia exists and the way it works; the effect of homophobia on

women's liberation; how sexism, racism, and homophobia/heterosexism are connected; internalized oppression; and the lesbian experience.

With Wings: An Anthology of Literature by Disabled Women. New York: The Feminist Press, 1987.

Films/Videos:

Changes, 1977. Film or videotape, 28 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Disabled individuals at a university speak frankly about their lives, needs, and capabilities. The film looks at achievements as well as the need for special aids such as materials in braille, barrier-free facilities, vocational education, and equal treatment by agencies and employers.

A Different Approach, 1978. Film, 21 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Uses humor to deal with the serious subject of employment of people with disabilities.

Dreams of Flying, 1989. Videotape. Available from IVCC, Sangamon State University, F-2, Springfield, IL 62794-9243. (217)786-6375. Stresses the importance of education -- finishing high school and enrolling in a community college or university. The main characters are of Hispanic origin, and the film shows the family and social barriers that can block a nontraditional career path.

The Fable of He and She, 1974. Videotape, 10 min. Available from Coronet-MTI Film and Video, 108 Wilmot Road, Deerfield, IL 60015. (800) 621-2131. Clay animation depicting sex stereotyping and the discovery that stereotyped male and female roles can be discarded.

Killing Us Softly: Advertising's Image of Women, 1979. Film or videotape, 30 min. Available from Cambridge Documentary Films, Inc., P. O. Box 385, Cambridge, MA 02139. (617) 354-3677. Depicts the media's role in sex role stereotyping.

On the Job, 1980. Video, 19 min. Available from the Agency for Instructional Technology, Box A, Bloomington, IN 47402. (800) 457-4509. Sandy has a hard time at first in her new job on a dockyard welding crew. She finds an ally in Jamey, a Black co-worker whose experiences when he was new were much like hers, and things take a turn for the better.

Positive Images: Portraits of Women with Disabilities, 1989. Videotape, 58 min. Available from Women Make Movies, 225 Lafayette (Suite 207), New York, NY 10012. (212) 925-0606. Focuses on four women with disabilities; touches on racial and economic issues as well as of sexuality.

Sarah the Welder, 1983. Videotape, 25 min. Available from the Office of Education Technologies, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169. (617) 770-7508. A high school student overcomes the prejudices of her boyfriend, teachers, parents, and school administrators to be able to enroll in a welding class.

Sexism, Stereotyping and Hidden Values, 1978. Film or videotape, 29 min. Available from Films Incorporated, 5547 N. Ravenswood, Chicago, IL 60640. (800) 323-4222, ext. 326. Sexism and other forms of stereotyping are examined in several classrooms.

Stale Roles and Tight Buns, 1986. Videotape, 23 min. Available from O.A.S.I.S., 15 Willoughby Street, Brighton, MA 02135. (617) 782-7769. Exploring images of sex role stereotyping in newspapers, magazines, movies and on TV allows the audience to see the subtlety and continuation of sex role myths and expectations.

Still Killing Us Softly. 1987 Film or videotape, 30 min. Available from Cambridge Documentary Films, Inc., P. O. Box 385, Cambridge, MA 02139. (617) 354-3677. Depicts the extremes of media advertising and the dangerous and harmful effects of sex-stereotyped roles in our society.

A Tale of "O": On Being Different, 1981. Film or videotape, 27 min. Available from Goodmeasure, Inc., One Memorial Drive, Cambridge, MA 02142. (617) 252- 0241. The animated story of what happens when a lone "O" joins a work group of "X"s. The abstraction helps viewers understand tokenism as a social dynamic by eliminating preconceived notions about differences between the sexes, races, or other ways people are divided.

What You Take for Granted, 1983. Film or videotape. Available from Women Make Movies, 225 Lafayette Street (Suite 207), New York, NY 10012. (207) 925-0606. The friendship between Anna, a feisty truck-driver, and Diana, an upper middle-class doctor, provides the core for this moving and intimate look at women's experiences in jobs traditionally held by men. The film confronts issues of race and class and examines the cultural contradictions and stereotypes that these women cannot "take for granted."

Why Not A Woman? 1976. Film or videotape, 26 min. Available from the National Audio-Visual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701. (301) 763-1896. Examines women's work in the skilled trades, the reasons why women are entering such fields in greater numbers, and the myths and stereotypes vs. the realities of women in skilled trades. Shows the attitudes of male co-workers, teachers, and supervisors.

Employers

Building a Strong Workforce: An Employers Guide to Recruiting and Retaining Women in Nontraditional Occupations, 1989. Available from the Permanent Commission on the Status of Women, 90 Washington Street, Hartford, CT 06106. (203) 566-5702. A booklet which covers the reasons for employing women in nontraditional occupations, as well as strategies for recruiting and retaining female workers.

Why Not Me? Women in Non-Traditional Jobs, 1984. Available from the National Child Labor Committee, 1501 Broadway, New York, NY 10036. A guide to help employers develop strategies for dealing with workers' attitudes toward women in nontraditional jobs.

reduce adjustment problems, build a cooperative, productive team of workers, and solve problems of sex discrimination (including sexual harassment).

Financial Aid

Paying for Your Education: A Guide for Adult Learners, 1983. Available from College Board Publications, Box 886, New York, NY 10101-0886. How to cut costs, aid for full and part-time study, how to shop for and compare financial aid resources, how and when to apply, and sources of further information.

Your Money and Your Life: Financial Planning for Low-Income Working Women, 1985. Available from EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. A four-part workshop, designed to be taught by working women to their peers. The workshop takes a realistic approach to money management, acknowledging and effectively dealing with special problems affecting women and their earnings. Includes information on budgeting, education for career advancement, childcare, and retirement planning.

Health and Safety

Printed material:

Boston Women's Health Book Collective. **The New Our Bodies Ourselves.** Washington, DC: National Women's Health Network, 1989. New and expanded version of the worldwide bestseller.

National Women's Health Network. **The Diet Your Doctor Won't Give You.** Available from NWHN, 1325 G Street, NW. (Lower Level), Washington, DC 20005. (202) 347-1140. Pamphlet prepared for MS. Magazine by the NWHN with tips for cutting back on dietary fat in order to improve your health. Over 1 million copies distributed through the U.S. to date.

Play It Safe. Available from the Bureau of Business Practice, 24 Rope Ferry Road, Waterford, CT 06386. (800) 243-0876, ext. 326. In CT: (203) 442-4365. A monthly booklet series covering a wide range of safety and health issues. Some titles include: Back Safety; Protect Your Hearing; Handle Hazardous Material with Care.

A Self-Care Manual. Available from the Santa Fe Health Education Project, P. O. Box 577, Santa Fe, NM 87504-0577. (505) 982-3236. Manual includes personal stories and information on menopause. Easy to read and worthwhile for women of all ages, the manual includes chapters on: signs and complaints of menopause; hormone replacement

therapy; contraception; sterilization and hysterectomy; breast cancer; natural remedies; nutrition; exercise; resources.

Films/Videos:

Can't Take No More, 1981. Videotape, 25 min. Available from the AFL-CIO Library, 815 16th Street, NW., Washington, DC 20006. (202) 637-5000. An historical overview of the fight against hazardous working conditions. It has good old footage showing how corporations responded to concerns about safety hazards in the early part of this century by creating programs that emphasized personal protective equipment and individual "carelessness."

Eat, Drink and Be Wary, 1984. Film or videotape, 22 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Shoppers, cooks, children, and critic Dr. Jean Mayer express their views about eating habits that ignore use of controversial food additives, nutritional loss in processed and refined foods, and dangerously high levels of sugar, salt, and fat in diets.

The Finest Tools, 1982. Videotape, 24 min. Available from the National Audio Visual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701. (301) 763-1896. Contains a lot of useful information about the kinds of work that can lead to hand, wrist, nerve, and tendon damage and how that damage can be prevented.

Getting a Grip on a Growing Problem, 1982. Videotape, 15 min. Available from United Food and Commercial Works (UFCW), Health and Safety Department, 1775 K Street, NW., Washington, DC 20006. (202) 223-3111. Describes the physical hazards of jobs that require forceful or repetitive hand motions. The film emphasizes the hazards faced by UFCW members, but the message comes through that the first step for all workers facing this problem is to have a health and safety committee that can get management to take such steps as redesigning tools.

Lost Time: The Occupational Back Injury, 1981. Film, 20 min. Available from the AFL-CIO Library, 815 16th Street, NW., Washington, DC 20006. (202) 637-5000. Shows that poor job design is responsible for many back injuries. Interviews with injured workers and doctors are included.

Women's Health: A Question of Survival, 1976. Videotape, 50 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. An examination of health-care problems that are unique to women, with special emphasis on the safety of various birth control devices and the frequency of such surgery as radical mastectomy and hysterectomy, which may not be necessary. Questions whether a male-dominated health-care establishment can assure women of safe and sensible medical treatment.

Legal Rights

Printed material:

Discrimination: How to Handle It--A Fact Pack for Women in Construction. Available from the Southeast Women's Employment Coalition, 92 Piedmont Avenue, NE., Atlanta, GA 30303. In clear language, this booklet discusses the major forms of discrimination affecting women in construction (sex, race, and age discrimination, as well as sexual harassment). Includes a listing of the laws which protect women in construction and useful advice about how to protect your rights and where to go for assistance.

Ross, Susan Deller, and Ann Barcher. **The Rights of Women: A Basic ACLU Guide to a Woman's Rights**. New York: Bantam Books, 1983.

Women, Work, and Sex Discrimination, 1988. Available from the Connecticut Women's Educational and Legal Fund (CWEALF), 22 Maple Avenue, Hartford, CT 06114. (203) 247-6090. Reviews statistics and information about women's place in the work force, and the effects of sex discrimination. Provides a general summary of laws prohibiting sex discrimination, information about how to file a complaint or lawsuit if discrimination occurs.

A Working Woman's Guide to Her Job Rights, 1988. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325. (202) 783-3238. A clearly written and comprehensive booklet, compiled by the Women's Bureau.

Films/Videos/Slides:

Legal Rights of Women Workers. Slides and audiocassette, 15 min. Available from the New England Center for Equity Assistance, NECEA), 300 Brickstone Square (Suite 900), Andover, MA 01810. (508) 470-1080. Your rights to a fair chance at any job you are qualified for, without regard to race, religion, national origin, or gender.

Pregnant But Equal: The Fight for Maternity Benefits, 1982. Film, 24 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. The Pregnancy Discrimination Act, passed by Congress in 1978, made it illegal for employers to discriminate against pregnant workers. The film claims that some companies are failing to comply with the law and that many workers have inadequate benefits and are not aware of their rights. Focuses on one group of factory workers and their fight for maternity benefits.

Protection or Equality? Women's Rights in the Workplace, 1983. Videotape, 35 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. An historical documentary about protective labor legislation and its impact on women from 1850 to the early 1980's. Commentary by former president of N.O.W., Eleanor Smeal.

Math and Science

Printed material:

Breyman, Ferol. **Beating the Numbers: A Math Careers Program Handbook**, 1980. Available from the EDC/WEEA Publishing Center, 55 Chapel Street (Suite 300), Newton, MA 02160. (800) 225-3088. A 16-week program for women who need to overcome math anxiety and learn skills for jobs.

Crawford, Carol Gloria. **Math Without Fear.** New Viewpoints/Visions Books, 1980. Useful for math students (especially women), tutors, and workshop leaders, the book covers word problems, ratios, percentages, algebra, geometry, statistics, and probability. Some exercises, mostly calm explanations.

Koltnow, Joanne. **The Sky's the Limit in Math-Related Careers**, 1982. Available from EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Educates high school students about careers in math and science. Women working in math and science-related fields offer lively stories, viewpoints, and information about their careers.

Tobias, Sheila. **Overcoming Math Anxiety.** New York: Houghton Mifflin, 1978. The book that started the movement. The nature of math anxiety, math and gender, whether there is a non-mathematical mind. Suggestions for dealing with word problems, everyday math, and overcoming math anxiety. Lists programs, resources, and organizations.

Films/Videos:

Futures Unlimited: Expanding Your Horizons in Mathematics and Science, 1984. Videotape, 30 min. Available from the Consortium for Educational Equity, State University of New Jersey, Kilmer Campus 4090, New Brunswick, NJ 08903. (201) 932-2071. Explores the relevancy of math and science to everyday life and highlights the involvement of women in math and science.

Newsletters

American Labor
c/o American Labor Education Center
P Street, NW, Suite 300
Washington, DC 20036
(202) 828-5170

ASET
Association of Self-Employed Tradeswomen
c/o Hanna Gafni
209 West 104th Street
New York, NY 10025

CLUW News
c/o Coalition of Labor Union Women
15 Union Square
New York, NY 10003
(212) 679-0765

Communiq' Elles
c/o Les Editions Communiqu' Elles
3585 St. Urbain Street
Montreal Quebec, Canada H2X 2N6
(514) 844-1761

Equal Rights Advocate
1370 Mission Street (3rd Floor)
San Francisco, CA 94103
(415) 621-0505

Firework
c/o Women in the Fire Service
P. O. Box 5446
Madison, Wisconsin 53705
(608) 233-4768

From the Nail Pouch
c/o Women Empowering Women
P. O. Box 6506
Albany, CA 94706
(415) 525-7645

Firework
c/o Women in the Fire Service
P. O. Box 5446
Madison, Wisconsin 53705
(608) 233-4768

From the Nail Pouch
c/o Women Empowering Women
P. O. Box 6506
Albany, CA 94706
(415) 525-7645

Generations
Southeast Women's Employment Coalition
92 Piedmont Avenue, NE
Atlanta, GA 30303

Hard Hat News
c/o P. O. Box 880692
San Francisco, CA 94188

ILO Spotlight and **ILO Focus**
c/o International Labor Organization
Washington Branch Office (Suite 801)
1828 L Street, NW
Washington, DC 20036
(202) 653-7652

Inroads
c/o TOP/WIN
3001 Dickinson Street
Philadelphia, PA 19146
(215) 551-1808

Labor Notes
7435 Michigan Avenue
Detroit, MI 48210
(313) 842-6262

London Women and Manual Trades
52/54 Featherstone Street
London, England EC1Y 8RT

Monitor
c/o Labor Occupational Health Program
Institute of Industrial Relations
2521 Channing Way
Berkeley, CA 94720
(415) 642-5507

The Network News
c/o National Women's Health Network
1325 G Street, NW
Washington, DC 20005
(202) 347-1140

NEW'S Letter
c/o Nontraditional Employment for Women
243 West 20th Street
New York, NY 10011
(212) 627-6252

Nuts & Bolts
c/o Chicago Women in Trades
37 South Ashland
Chicago, IL 60607
(312) 942-1444

Ottawa Women in Technology & Trades
P. O. Box 5666
Merivale Depot
Nepean, Ontario Canada K2C 3M1

Riveting News
c/o Hard Hatted Women
P. O. Box 93384
Cleveland, Ohio 44101
(216) 961-4449

Tradeswomen Magazine and **Trade Trax Newsletter**
c/o Tradeswomen, Inc.
P. O. Box 40664
San Francisco, CA 94140
(415) 821-7334

Tradeswomen's News and Views
Women in the Building Trades
55 Amory Street
Jamaica Plain, MA 02130
(617) 524-3010

Union Democracy Review
c/o Association for Union Democracy
YMCA Building
500 State Street
Brooklyn, NY 11217
(718) 855-6650

Vital Signs
c/o Black Women's Health Collective
175 Trinity Ave. SW, 2nd Floor
Atlanta, GA 30303
(404) 681-4554

W.I.T. Newsletter
c/o Northern New England Tradeswomen
One Prospect Avenue
St. Johnsbury, VT 05819
(802) 748-3308

Women at Work
78 N. Marengo Avenue
Pasadena, CA 91101
(818) 796-6870

Women at Work
c/o National Commission on Working Women and Wider Opportunities for Women
1325 G. Street
Washington, DC 20005
(202) 737-5764

Words of WIT
c/o Women in the Trades, Inc.
550 Rice Street
St. Paul, MN 55103
(612) 228-9955

WorkAbles for Women News
Department HHW
Oak Valley
Clinton, PA 15026-0214
(412) 899-3555

Older Women

Printed material:

Cardoza, Ann de Sola, and Mavis B. Sutton. **Winning Tactics for Women Over Forty: How to Take Charge of Your Life and Have Fun Doing It.** Available from Mills and Sanderson, Publishers, 41 North Rd., Bedford, MA 01730. (617) 275-1410. A multi-faceted guide to options, techniques, connections, and resources for women over forty as they negotiate the latter half of their lives.

The Educational Needs of Re-Entry Women. Project on the Status and Education of Women, 1981. Available from the Association of American Colleges, 1818 R Street, NW., Washington, DC 20009. (202) 387-1300. A series of 10 to 15-page pamphlets:

Packet 1:
"Overview of Re-Entry Women: Meeting the Enrollment Challenge"
"Re-Entry Women: Relevant Statistics"
"Recruitment and Admissions: Opening the Door for Re-Entry Women"
"Barriers to Re-Entry Women: College Transfer Policies, Residency and Graduation Requirements"
"Re-Entry Women: Special Programs for Special Populations"

Packet 2:
"Confidence and Competence: Basic Skills Programs and Refresher Courses for Re-Entry Women"
"Re-Entry Women: Part-Time Study, Full-Time Commitment"
"Student Support Services: Re-Entry Women Need Them, Too"
"Re-Entry Women and Graduate School"
"Getting an Education without Getting a Degree: Certificate Programs, Continuing Education Units, and Courses Without Credit"

Packet 3:
"Financial Aid: Helping Re-Entry Women Pay College Costs"
"Campus Child Care: A Challenge for the 80's"
"Obtaining a Degree: Alternative Options for Re-Entry Women"
"The Counseling Needs of Re-Entry Women"
"Re-Entry Women: A Short Selected List of Bibliographies"

Shaw, Lois. **Older Women at Work**. Washington, DC: Women's Research and Education Institute, 1985.

Films/Videos:

Pretend You're Wearing a Barrell, 1978. Film, 10 min. Available from Indiana University,

Audio-Visual Center, Bloomington, IN 47405. (812) 855-2103. A middle-aged, divorced woman striving to get off welfare enrolls in a welding course. The film captures Lynn Ryan's determination to take control of her own life and future.

Posters

Just Between Sisters: Minority Women in Technology. Consortium for Educational Equity, Rutgers University, Bldg. 4090 Kilmer, Livingstone Campus, New Brunswick, NJ 08903. (201) 932-2071. Ten color posters feature young, determined Black and Hispanic women working in technological jobs, including an aircraft technician, a police officer, a train master, a sheet metal worker apprentice, and others.

Women in the Trades. Northland Poster Collective, 1613 East Lake Street, Minneapolis, MN 55407. (800) 627-3082. In addition to this poster with black and white photos of women in the trades, the Collective also distributes the **Rosie the Riveter** poster.

Women of Achievement/Women at Work. Organization for Equal Education of the Sexes, 808 Union Street, Brooklyn, NY 11215. (718) 783-0332. Women of Achievement posters honor women who richly deserve recognition--women notable for outstanding contributions to history and contemporary life. Women at Work posters feature women of many races and ethnic groups participating in a wide variety of jobs.

Resources for Advocates and Employment and Training Counselors

Printed material:

Bibliography of Bilingual Materials for Career/Vocational Education, 1985. Available from the Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455. (800) 322-3905. Listing contains career exploration and job seeking materials as well as vocational training materials, primarily for use with secondary students.

Career Planning for Minority Women, 1982. Available from EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Based on the actual experiences of minority women, this workshop guide helps participants appreciate their own abilities and potential, and develop a systematic approach to seeking a career.

Counselor's Guide to Occupational Information: A Catalogue of Federal Career Publications, 1980. U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2042. Available from the Publications Sales Center, P. O. Box 2145, Chicago, IL 60690. Invaluable resource. Lists titles, prices, and access information for occupational material,

special groups (including women and minorities), apprenticeship, financial aid, job search, career education, more.

Futures Unlimited: Expanding Choices in Nontraditional Careers. 2 volumes, 1985. Consortium for Educational Equity, Rutgers University, Bldg. 4090 Kilmer, Livingstone Campus, New Brunswick, NJ 08903. (201) 932-2071. A handbook for planning career conferences for middle and high school girls.

How Women Find Jobs: A Guide for Workshop Leaders, 1979. Available from EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Helps employment counselors set up practical, effective workshops for women entering or re-entering the work force. Contains worksheets in both Spanish and English.

National Director of Women's Employment Programs: Who They Are, What They Do, 1990. Available from Wider Opportunities for Women, Inc., 1325 G Street, NW., (Lower Level), Washington, DC 20005. (202) 638-3143. Descriptions of 450 organizations that provide direct services for women; assistance to employers, unions, and schools on women's employment, research and advocacy activities.

Placing Rural Minority Women in Training Situations for Nontraditional Jobs, 1979. Available from the EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Addresses the needs of low-income, rural, minority women with the goal of increasing their potential in the labor market buy linking them with nontraditional job opportunities. The entire process--participant and staff selection, fundraising, counseling, referral, evaluation, and more--is covered in detail. Includes a helpful list of agencies and resources, and outlines valuable strategies for identifying and developing local nontraditional career opportunities.

Sanders, Jo Shuchat. **The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations,** 1986. Available from the Women's Action Alliance, 370 Lexington Avenue, Room 603, New York, NY 10017. (212) 532-8330. A guidebook to help recruit, train, and place women in nontraditional occupations.

Training Women for Nontraditional Jobs: A Design for Success, 1988. Available from Nontraditional Employment for Women (NEW), 243 West 20th Street, New York, NY 10011. (212) 627-6252. Manual produced by NEW as a technical assistance guide to groups and organizations interested in preparing women for blue collar work. Includes planning a program, getting it funded, outreach and recruitment, curriculum, support services, job development and placement, networking and more.

You Can Do It, 1983. Massachusetts Vocational Curriculum Resource Center. Xeroxed copies available from the Connecticut Permanent Commission on the Status of Women, 90 Washington Street, Hartford, CT 06106. (203) 566-5702. Guides, fact packs, and posters suggest techniques for recruiting Black, Hispanic, limited English-proficient, disabled, female, and male students into NTOs.

Films/Videos:

Everybody's Different, 1981. Film, 28 min. Available from Icarus Films, 153 Waverly Place (6th Floor), New York, NY 10014. (212) 243-0600. Highlights the crucial role of career and guidance counselors in determining the future paths of women. Students are encouraged to explore both traditional and nontraditional career opportunities.

Orientation to Nontraditional Occupations for Women, 1989. Videotape. Available from IVCC, Sangamon State University, F-2, Springfield, IL 62794-9243. (217) 786-6375. Discusses a training program for women which encourages nontraditional occupations training. Depicts program graduates, employers, and instructors discussing various aspects of the program and its benefits.

Sexual Harassment

Printed material:

Farley, Lin. **Sexual Shakedown: The Sexual Harassment of Women on the Job.** Warner Books, 1980. Popular account of the problem: how common it is, history, and how it happens to women in both traditional and nontraditional jobs.

MacKinnon, Catherine A. **Sexual Harassment of Working Women: A Case of Sex Discrimination.** New Haven: Yale University Press, 1979. Analysis of the problem from the viewpoint of the law, labor market theory, economics, and sociology. Scholarly, but excellent for understanding the problem in a broader, non-personal context.

Sexual Harassment in the Workplace, 1988. Available from the Connecticut Women's Educational and Legal Fund (CWEALF), 22 Maple Avenue, Hartford, CT 06114. (203) 247-6090. A discussion of what sexual harassment is and how it affects workers. Information about the law, grievance procedures, legal actions, and ideas on stopping sexual harassment in the workplace.

Films/Videos:

No Laughing Matter. Filmstrip and cassette, 20 min. Available from NECEA, 300 Brickstone Square (Suite 900), Andover, MA 01810. (508) 470-1080. Three young women, two in a school setting and one in a job setting, discuss their experiences with sexual harassment.

The Power Pinch: Sexual Harassment in the Workplace, 1981. Film or videotape, 28 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Explores the problem of sexual harassment in the workplace and illustrates behavior that is defined as sexually harassing, including its more subtle forms. Explains the underlying causes for such behavior and shows what managers and employees can do to prevent it.

Sexual Harassment: That's Not in My Job Description, 1981. Film or videotape, 19 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Case studies of sexual harassment in the workplace include male, female, and homosexual harassment situations. Discusses preventive measurers and points out the difficulty in determining when sexual harassment has taken place.

The Workplace Hustle, 1980. Film, 34 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Defines sexual harassment in its several forms and shows its effects on both victims and employers in the workplace. Discusses the specific ways to address the problem and court rulings on personnel policies and procedures.

Social Development

Printed material:

Anderson, Margaret, **Thinking About Women.** New York: MacMillan Publishing Co., Inc., 1983.

Baer, Jean. **How to Be An Assertive (Not Aggressive) Woman.** New York: Signet, 1976.

Butler, Pamela. **Self-Assertion for Women.** New York: Harper & Row, 1981. Excellent, easy-to-read self-help book; also useful in workshops. Understanding assertiveness, verbal and nonverbal messages, setting limits, criticism, assertiveness with men, more.

Hurston, Zora Neale. **I Love Myself - When I'm Laughing.** New York: The Feminist Press, 1979.

Miller, Jean Baker. **Toward a New Psychology of Women.** Boston: Beacon Press, 1977.

Richmond-Abbott, Marie. **The American Woman.** New York: Holt, Rinehart and Winston, 1979.

Sanford, Linda Tschirhart. **Women and Self Esteem.** New York: Viking Penguin, 1986.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. **Values Clarification.** New York: Hart Publishing, 1978.

Stallard, Karin, Barbara Ehrenreich, and Holly Sklar. **Poverty In the American Dream: Women and Children First.** Boston: South End Press, 1983.

Wilson, Marie. **Minority Women's Survival Kit: Personal and Professional Development for Minority Women,** 1982. Available from the EDC/WEEA Publishing Center, 55 Chapel Street (Suite 200), Newton, MA 02160. (800) 225-3088. Addresses

critical issues facing minority women: discrimination, human rights, employment rights, communication skills, labor law, interviewing techniques, and job-hunting skills. Throughout, the emphasis is on the minority woman's own perspective--her needs, her anxieties, her hopes--in dealing with these issues.

Films/Videos:

Anything You Want to Be, 1971. Film, 8 min. Available from New Day Films, 121 West 27th Street (Suite 902), New York, NY 10001. (212) 645-8210. Thought-provoking satire that questions whether girls really can grow up to be anything they want. How socialization through parents and teachers changes a high school student's goals. Good discussion starter.

Women's History and Achievements

Printed material:

Acosta-Belen, Edna, ed. **The Puerto Rican Woman: Perspectives on Culture, History, and Society.** New York: Praeger Publishers, 1986.

Baxandall, Rosalyn, Linda Gordon, and Susan Reverby, eds. **American Working Women: A Documentary History, 1600 to the Present.** Available from the National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. (707) 838-6000. Defining work comprehensively--wage labor, slave labor, and unpaid domestic labor--this anthology on working-class women brings all of women's work to history's center stage. From pre-contact through the present, essays, diaries, union records, letters, songs, statistics, and photos chronicle the lives of women laborers of virtually all cultures, races, and areas of the work force.

Carroll, Bernice A., ed. **Liberating Women's History** Chicago: University of Illinois Press, 1976.

Clark, Judith Freeman. **Almanac of American Women in the 20th Century.** New York: Prentice Hall Press, 1987. Examines each decade of the 20th century to identify women's successes, contributions, and setbacks.

Giddings, Paula. **When and Where I Enter: The Impact of Black Women on Race and Sex in America.** New York: Bantam, 1984. American Black women have served as the connecting link between the two most important social reform movements of the last century: black civil rights and women's rights. Their struggle is also distinct, with its own concerns, values and ambitions. That history fully unfolds here, drawing on Black women's

speeches, diaries, letters, and other original sources. This book offers a moving description of how Black women transcended the double discrimination of sexism and racism, from the first African slaves to the present. The Black women's club movement, as well as many individual women of note, are brought to life for the reader. Highly recommended.

Jones, Jacqueline. **Labor of Love, Labor of Sorrow: Black Women, Work and the Family From Slavery to the Present.** New York: Basic Books, 1985.

Kessler-Harris, Alice. **Women Have Always Worked: A Historical Overview,** Old Westbury, NY: The Feminist Press, 1981.

Lerner, Gerda, ed. **Black Women in White America: A Documentary History.** New York: Vintage Books, 1973. Interviews with Black women workers, union organizers, women in political life, women in benevolent societies. The network of women's organizations reveals what the past was like and how they managed to survive.

Malcolm, Dolores. **HERstory in Silhouette (Black Women in American History),** 1986. Available from State and Federal Programs, 5183 Raymond Avenue, St. Louis, MO 63113. (314) 361-5500, ext. 256.

McCullough, Joan. **First of All: Significant "Firsts" By American Women.** New York: Holt, Rinehart and Winston, 1980. Brief accounts of the interesting women who were the first to engage in a particular activity or job, ranging from soap box derby to Mississippi steamboat captain.

McGlen, Nancy E. and Karen O'Connor. **Women's Rights: The Struggle for Equality in the 19th and 20th Centuries**. New York: Praeger, 1983.

O'Sullivan, Judith, and Rosemary Gallick. **Workers and Allies: Female Participation in the American Trade Labor Movement, 1824-1976.** Available from the National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8518. (707) 838-6000. Published by the Smithsonian Institute, this volume provides valuable information about the contributions and struggles of women workers throughout the history of the trade union movement. It includes a narrative overview, a detailed chronology of events and over 175 biographical sketches of women significant in women's labor history--an invaluable reference piece with many photographs.

Ryan, Mary P. **Womanhood in America: From Colonial Times to the Present**. New York: Franklin Watts, 1975.

Stiller, Richard. **Broken Promises: The Strange History of the Fourteenth Amendment.** New York: Random House, 1972.

Wertheimer, Barbara Mayer, **We Were There: The Story of Working Women in America.** New York: Pantheon Books, 1977.

Films/Videos:

American Woman: Portraits of Courage. Videotape, 57 min. Available from Penn State Audiovisual Services, Special Services Building, Pennsylvania State University, University Park, PA 16802. (800) 826-0132. Highlights the careers of ten women who, from the Revolutionary War to the 20th century, fought for basic rights and liberties in America: Sybil Ludington, Deborah Sampson, Abigail Adams, Elizabeth Cady Stanton, Susan B. Anthony, Belva Lockwood, Harriet Tubman, Sojourner Truth, Mary Harris Jones, and Rosa Parks.

Annapurna: A Woman's Place, 1979. Film or videotape, 45 min. Available from Women Make Movies, 225 Lafayette Street (Suite 207), New York, NY 10012. (212) 925-0606. Powerful and inspiring story of 10 women who, in 1978, climbed Annapurna, one of the world's tallest and most dangerous peaks. With an all-woman crew, the film makers climbed 19,000 feet, recording the harsh demands of the journey, the triumph of the ascent, and the tragic loss of two team members.

Rosie the Riveter, 1980. Film, 60 min. Available from Direct Cinema, P. O. Box 315, Franklin Lakes, NJ 07417. (800) 345-6748. An historically rich look at the 18 million NTO women who held jobs in factories and shipyards during World War II. Five black and white women relate their memories of the work, their feelings of fulfillment, and how they were forced to quit at the end of the war. Newsreels from the period are included. Highly recommended.

She's Nobody's Baby: American Women in the 20th Century, 1981. Film or videotape, 36 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Documents, from the turn of the century, the ways in which women redefined their roles and shaped the nation's history. Views the lives of social reformers and labor leaders, homemakers, and factory workers, black and white. Narrated by Marlo Thomas and Alan Alda.

There's No Such Thing as Women's Work, 1985. Videotape, 15 min. and 30 min. versions. Available from the Women's Bureau, U.S. Department of Labor, JFK Federal Building (Room 1600), Boston, MA 02203. (617) 565-1988. A pictorial essay of women in the labor force from the 1920's through the 1980's.

Union Maids, 1976. Film or videotape, 48 min. Available from New Day Films, 121 West 27th Street (Suite 902), New York, NY 10001. (212) 645-8210. Oral history of women's role in labor unions in the 30's by means of interviews with three women who became union organizers. They talk about the needs of working women, the sexist attitudes of managers and union leaders, and racial discrimination.

Watsonville on Strike, 1989. Videotape, 65 min. Available from Migrant Media Productions, P. O. Box 2048, Freedom, CA 95019. (408) 728-8949. A documentary that chronicles the dramatic 18 months of the frozen food strikers' struggle for better wages and justice. A rare and inspiring video with predominantly Chicana and Mexican women leading the strike.

With Babies and Banners, 1978. Film or videotape, 45 min. Available from New Day Films, 121 West 27th Street (Suite 902), New York, NY 10001. (212) 645-8210. A retrospective of the Women's Emergency Brigade which was founded during the 1937 General Motors strike.

With These Hands. Film, 40 mins. Available from the AFL-CIO Library, 815 16th Street, NW., Washington, DC. 20006. (202) 637-5000. Women in the labor movement. Depicts the Triangle Shirtwaist factory fire in 1911.

Work/Occupations

Printed material:

Blaxall, Martha, and Barbara Reagan, eds. **Women and the Workplace: The Implications of Occupational Segregation.** Chicago: University of Chicago Press, 1976. Good collection of research essays on "men's" work and "women's" work: social institutions, history, economic dimensions, and combatting occupational segregation.

Garson, Barbara. **All the Livelong Day: The Meaning and Demeaning of Routine Work.** New York: Doubleday, 1983.

Lloyd, Cynthia, ed. **Sex Discrimination and the Division of Labor.** New York: Columbia University Press, 1975.

Occupational Segregation: Understanding the Economic Crisis for Women, 1989. Available from the Women Employed Institute, 22 West Monroe (Suite 1400), Chicago, IL 60603. (312) 782-3902. Presents key facts about women workers today and recommendations for economic equality.

Reskin, Barbara, and Heidi I. Hartman. **Women's Work, Men's Work: Sex Segregation on the Job.** Washington: National Academy Press, 1986.

Stromberg, Ann H., and Shirley Harkness, eds. **Women Working: Theories and Facts in Perspective.** Mayfield Publishing Co., 1978. Comprehensive and stimulating overview of women's work experiences: the economics of women's work, minority women, legal protection, inequalities in the labor force, work in mid-life, women in blue-collar occupations, more.

Time of Change: 1983 Handbook on Women Workers. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402-9325. (202) 783-3238. An updated version is due to be published by the Women's Bureau in 1990.

Wallace, Phyllis A. **Black Women in the Labor Force.** Cambridge, MA: MIT Press, 1980.

Essential for understanding the realities of Black women's situations in the labor market. Cultural and economic factors as they relate to occupational status, education, work schedules, children, and especially earnings; how labor market policies affect Black women. Statistics and bibliography.

Walshok, Mary Lindenstein. **Blue Collar Women: Pioneers on the Male Frontier.** Garden City, NY: Anchor Books, 1981.

Women and Work: Photographs and Personal Writings. Pasadena, CA: NewSage Press, 1986. A beautiful collection of photographs and stories of women in all kinds of jobs. Includes: a pilot, a construction equipment operator, a coal miner, an iron worker, a welder, a skydiving instructor, a police officer, a cabinet maker, and lots of others.

Films/Videos:

Coal Mining Women, 1981. Film, 38 min. Available from Penn State Audiovisual Services, Special Services Building, University Park, PA 16802. (800) 826-0132. Through a series of interviews with women miners at work and at home, this film depicts the sense of pride and the problems of women working in the most hazardous occupation in the country.

Cowgirls: Portraits of American Ranch Women, 1985. Video, 29 min. Available from Direct Cinema Limited, P. O. Box 315, Franklin Lakes, NJ 07417. (800) 345-6748. Women and girls who work as cowgirls present strong, positive role models for women who would like to enter nontraditional fields.

Women of Steel, 1985. Videotape, 28 min. Available through Women Make Movies, Inc., 225 Lafayette Street (Suite 207), New York, NY 10012. (212) 925-0606. Depicts experience of three women working in the steel mills of western Pennsylvania in the 1970's: how entering their nontraditional jobs brought them out of poverty and enhanced their lives and how subsequent economic trends forced them out of their jobs. The devastating results reaffirm the need for affirmative action for women.

PUBLICATIONS AVAILABLE

FROM

THE PERMANENT COMMISSION

ON THE STATUS OF WOMEN:

_____ **Women's Job Rights and How to Use them**, summarizing state and federal laws prohibiting sex discrimination in employment. Spanish language version is available.

_____ **Pregnancy and Your Job Rights,** explaining the legal rights of pregnant workers. Spanish language version is available.

_____ **Pregnancy and Your Workplace**, occupational safety and pregnant women.

_____ **24 Hour Help: Emergency Resources for Connecticut Women**, listing emergency services available on a 24-hour basis to assist victims of spousal abuse, child abuse, and sexual assault.

_____ **Women and Children Beware: The Economic Consequences of Divorce in Connecticut**, reporting the findings of a study completed by the PCSW, in conjunction with Connecticut Women's Education and Legal Fund and the Women's Research Institute of Hartford College for Women, concerning the economic impact of marital dissolution.

_____ **Inching Toward Equity Since Title IX,** a report prepared by the University of Connecticut Women's Center analyzing the status of women at the University.

_____ **Ten Years with Title IX, A Status Report: Achieving Sex Equity in Connecticut Schools,** an interagency report produced with the State Board of Education, highlighting the progress made by Connecticut's education system in overcoming institutional and social barriers to sex equity and making recommendations for future action.

_____ **PCSW NEWS**, the Commission's newsletter about PCSW activities, legislative progress, and important developments affecting women.

_____ **PCSW brochure**, a broad description of PCSW programs in English and Spanish.

_____ **Annual Report**, detailing the Commission's activities during the fiscal year, including analysis of special studies, legislative work, PCSW committees and more.

_____ **Annual Legislative Summary**, detailing the outcome of the Commission's legislative efforts during the year.

_____ **Women, Children and the Criminal Justice System**, Summary of Findings and Recommendations for the Task Force on Women, Children and the Criminal Justice system. June 1989.

_____ **Fact Sheets on a Broad Range of Subjects Including**; Women and Education, Women and AIDS, Women and Employment, Women and Poverty, Women and Violence.

_____ **Connecticut Women's Organizations: A Directory.** Summer 1989. Publication to be updated Summer of 1991.

_____ **Sexual Harassment in the Workplace**, a guide for both employees and employers.

_____ **Why Not? A Directory of Connecticut Workers in Nontraditional Occupations:** "This directory was inspired by the need voiced by professionals in fields such as education, counseling and vocational training for access to nontraditional role models.

_____ **Women in Apprenticeships, Steps to Building a Career** (Booklet and brochure available).

_____ **Building A Strong Workforce, An Employers Guide to Recruiting and Retaining Women in Nontraditional Occupations.**

_____ **Nontraditional Jobs for Women:** A resource guide for Connecticut women and career counselors, describing various resources for women interested in entering nontraditional occupations.

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